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ABSTRACT

The four dimensions of this unit on politics for grade 9 are: political behavior, politics and the law, political action, and political theory. The course involves grouping students according to need, and attempts to get the prepared student into the community. Study skills, critical thinking, valuing and inquiry are integral parts of the course. There is no specific sequence for each of the four dimensions. There is, however, a sequencing of skills, with study skills taking first priority and inquiry skills being taught only to those who have reached a prescribed level of competence in other skills areas. Each topical lesson plan is set out in terms of understandings, teacher objectives, behavioral objectives, references, subject matter and method of teaching it. The study skills section incorporates a variety of components--note taking, skimming, summarizing, locating information, and library skills. In the section dealing with valuing skills, the authors propose a method to analyze positions on value issues and techniques that encourage students to take a stand on controversial problems. The section on critical thinking focuses on a variety of skills and stresses propaganda analysis. The material in the Inquiry Skills section deals with conducting polls, the use of sampling, interviewing, and the analysis of data. (Author/JLB)

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POLITICS in FOUR DIMENSIONS

a community study

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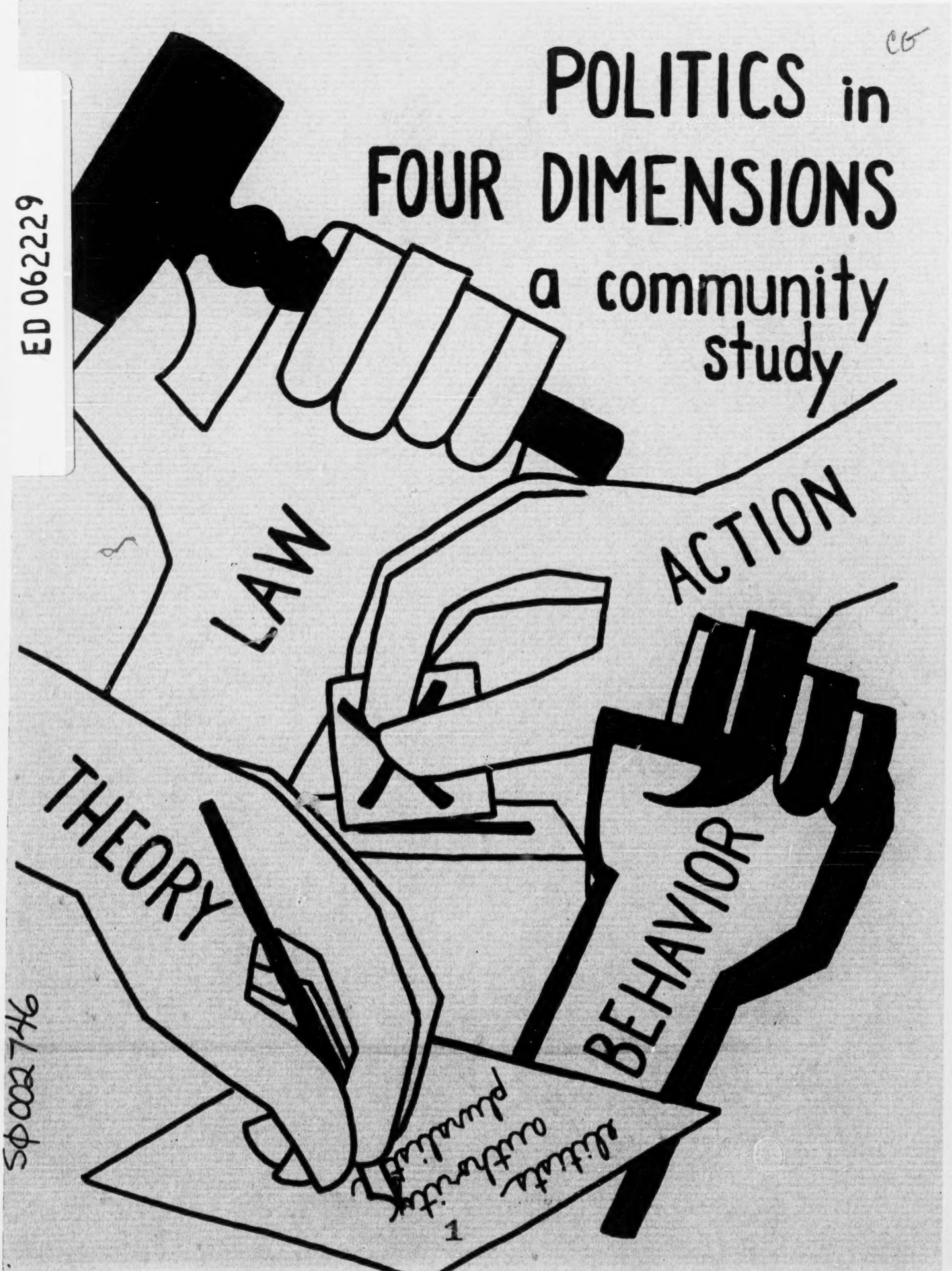

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TEACHERS' MANUAL FOR POLITICS IN FOUR DIMENSIONS:

A COMMUNITY STUDY

GRADE 9

PUBLISHED BY THE SCHOOL COMMITTEE

PITTSFIELD, MASSACHUSETTS

DR. THOMAS J. WHALEN, SUPERINTENDENT OF SCHOOLS

MR. LOUIS J. HEBERT, ASSISTANT SUPERINTENDENT OF SCHOOLS,
CURRICULUM AND INSTRUCTION

MR. JOHN D. HADDEN, CURRICULUM DIRECTOR FOR SOCIAL STUDIES

PITTSFIELD PUBLIC SCHOOLS

PITTSFIELD, MASSACHUSETTS

SUMMER PROGRAM OF CURRICULUM RESEARCH AND DEVELOPMENT
1971

SOCIAL STUDIES COMMITTEE

Barbara Bell

Robert Brazeau

John Carroll

Harold Gitelson

John D. Hadden

Dane Olsted

Rosemary Skrocki

Susan Morley (Artist)

POLITICS IN FOUR DIMENSIONS - AN INTRODUCTION

With this course, the junior high school embarks on a truly innovative ninth grade program. For the first time, students will be grouped according to actual need. Homogeneous grouping has been eliminated. Attention will be paid to specific skills teaching. Study skills, critical thinking, valuing and inquiry will become integral parts of the program. The progress of each student will be recorded and, hopefully, he will begin in his next course where he has ended in this one. No teacher will teach all segments of the course, and some students may have had as many as four teachers by the end of the course.

An attempt, too, is being made to get the prepared student out of the classroom and into the community. But such excursions will only be taken with specific purposes in mind. We construe these out-of-school activities as privileges not rights, and we expect students to demonstrate certain competencies before they leave the classroom.

The four dimensions of this course include: politics and the law, political action, political behavior and political theory. There is no specific sequence in which students will take each part of the course. There is a sequencing of skills, however, with study skills taking first priority and inquiry skills being taught only to those who have reached a prescribed level of competence in the other skills areas. Students will be regrouped at least once a week for work in skills. Their grouping in the subject matter areas will ensure a rather wide variety of political attitudes in each class.

As you read this manual, keep in mind that flexibility and adaptability to changing situations on the part of both the teacher and the student will be a key to the success of the course.

You will note in the lesson plans that certain symbols are enclosed in parentheses e.g., (S10:7-2). This indicates the number in the bibliography of the reference used in the teaching plan and the pages in that reference.

Both Teacher (T) and Student (S) bibliographies are found at the end of this Teacher's Manual.

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POLITICAL BEHAVIOR

INTRODUCTION

This course segment is designed to familiarize the student with the many aspects of political behavior. It is mainly a micro-political approach that deals with the sources of individual political behavior and the consequences of this behavior for both the individual and the political system.

The course will be broken up into four main units: An introduction to political behavior; the social environment and political behavior; elections and voting behavior; and political specialists - official and unofficial. The presentation of materials differs from customary presentations in that in addition to lecture and discussion, students will learn about political behavior through case studies, statistical tables, attitude scales, and sample survey problems. Since the amount of material and variations in presentation exceed the amount of time allotted, the teacher must be discriminating and choose what he thinks best for his particular classes.

The student, through this course, should develop an understanding of political behavior and an interest in American political life that will continue through his adult years. By learning related concepts about political behavior and political systems, the student should gain a framework for interpreting information. The materials and methodology are designed to lead each student toward seeing his own political behavior, analyzing it in the light of his reading and comparing and contrasting it with the political behavior of other students.

POLITICAL BEHAVIOR

There are several objectives of this course. First of all, the student should acquire an understanding of how individuals perceive their roles in institutions and how and why they act as they do. He should also obtain a reasoned functional understanding of citizenship in a democracy. For example, the student will examine voting as one way of influencing the political system. He will learn that the political system exists to make authoritative decisions for all but that there are ways that citizens may bring pressure on the system in order to resolve issues of concern to them.

The student will also develop inquiry skills which will teach him to process data, to ask the kinds of questions most likely to yield pertinent data, to make inductive inferences from data, and to make sophisticated judgments about claims and assertions.

Finally, the course should increase the students' sense of political efficacy, his political interest, his acceptance of the legitimacy of specific majority decision-making rights, his political toleration, and his acceptance of a scientific disposition toward the validation of explanations about political phenomena. However, it should decrease his feelings of ethnocentrism, political cynicism, and political alienation.

If this course can achieve these objectives, it will provide the student with skills and understandings that can be used in the future to make him a knowledgeable, politically efficacious adult.

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POLITICAL BEHAVIOR

LESSON PLANS

UNIT: INTRODUCTION TO POLITICAL BEHAVIOR
CONCEPT: POLITICAL BEHAVIOR
PROCESS: CRITICAL THINKING - INTERPRETATION
LESSON SET: INTERPRETING AND DEFINING THE TERM - POLITICAL BEHAVIOR
LESSON 1: "THE STUDENTS OPEN THE GYM"

UNDERSTANDINGS: Political behavior is a scientific study of human behavior patterns as they relate to voting, motivation, decision-making, and other areas of political activity.

TEACHER OBJECTIVES: To introduce political behavior - its meaning and interpretation - through discussion of the political readings and the table on partisanship voting.

To have students begin discussing, analyzing, and communicating as a skill.

To observe those who need extra help in study skills. (note-taking)

BEHAVIORAL OBJECTIVES: By reading and analyzing the case study the students should:

1. select criteria which enable them to arrive at a definition of political behavior
2. be able to write a definition of political behavior

TEACHER BIBLIOGRAPHY: T14:2-4; Student Manual, pp. 3-5

SUBJECT MATTER	METHOD
1. The term "political behavior" is subject to interpretation rather than a clear definition, but is is important to have a general understanding of it.	Ask students to define the term "political behavior" in general terms. Put several definitions on the board. These are "temporary" definitions.
2. Through this reading, certain aspects of political behavior should be seen. These are:	Read case #1 "The Students Open the Gym." In order to bring out aspects of political behavior certain questions must be asked.
a. motive - the boys wanted to use the gym and the principal was concerned about cost.	a. Why did the boys go to see Mr. Foster? Why did they want to use the gym? Why did he refuse? Has a

SUBJECT MATTER	METHOD
It is important to bring out that this situation is typical.	situation like this ever occured at your school? Were the motives similar?
b. issue - conflict There is a problem in opening the gym after school because of money for supervision.	b. Why was there a disagreement? What do you call this type of conflict? Has this type of issue ever been raised here? At other schools?
c. priority - Mr. Foster is concerned with what opening the gym will cost. Money is his first priority.	c. In Mr. Foster's mind, which was more important - the opening of the gym or the money it would cost the school? What is the word we use when listing things in order of importance? Do you think the term priority is used often in rationalizing decisions? Have you heard the word before?
d. values - Problems arise all the time when both parties feel they are right.	d. We have established that in this case there was a conflict over priorities. Do you think that this is an isolated situation? Each party felt that he was right? How do you establish right? Do many problems arise because each thinks he is right? Could both parties be right? What do you call this feeling of rightness?
e. influence - techniques - decision-making - There are basic influences and techniques that can be used.	e. How did the boys go about changing Mr. Foster's mind? Are these techniques always effective? Are these techniques unusual? What techniques would you have used? What might have happened to change the outcome? What might Mr. Foster have done in spite of the boys' efforts? How would you try to influence your principal in a similar situation?

SUBJECT MATTER	METHOD
f. pattern - It is most important to have the students see the patterns involved in this case study and the importance of patterns in human behavior.	f. In all of this you can see similarities between the case study and situations that you have been involved in. What was predictable in the boys' actions? in Mr. Foster's? Why are we sometimes able to predict events? What would your mother say if you wanted to watch the Late Show on a school night? How do you know? Why do social scientists study patterns of behavior? How can it help them? How can it help you to understand these patterns?

ASSIGNMENT:

Read case study, "What Is A Park Worth" in the Student Manual

UNIT: INTRODUCTION TO POLITICAL BEHAVIOR
CONCEPT: POLITICAL BEHAVIOR
PROCESS: CRITICAL THINKING - INTERPRETATION
LESSON SET: INTERPRETING AND DEFINING THE TERM POLITICAL BEHAVIOR
LESSON 2: "WHAT IS A PARK WORTH?"

UNDERSTANDINGS: Political Behavior is a scientific study of human behavior patterns as they relate to voting, motivation, decision-making, and other areas of political activity.

TEACHER OBJECTIVES: To continue introducing political behavior - its meaning and interpretation - through discussion of the political readings.

To have students discuss, analyze, and communicate as a skill.

To observe those who need extra help in study skills. (note-taking)

BEHAVIORAL OBJECTIVES: By reading and analyzing the case study the student should:

1. Continue selecting criteria which enable them to arrive at a definition of political behavior.
2. be able to write a definition of political behavior

TEACHER BIBLIOGRAPHY: T14:6-8

SUBJECT MATTER	METHOD
In order to be certain that students understand the criteria involved in understanding political behavior, discuss reading #3 "What is a Park Worth?"	Read case #3 "What is a Park Worth?" Discuss the following:
a. motives - Each group felt that their motives were justified.	a. What were the motives of the people from the Westside? of those from Sunnyside? Were these motives justified? Do people usually feel that their motives are justified?
b. issue - conflict There is a disagreement between those who want a park and those who want an overpass. The city can't afford both.	b. Why is there a disagreement? What is the disagreement? Does this type of disagreement arise often? Is this an isolated case?

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SUBJECT MATTER	METHOD
c. priority - The problem of which is more important- a park or an overpass. One is for recreation; the other for safety	c. Which project is more important in the eyes of the city council? What do we call this? Does the question of priorities come up in Pittsfield? in other cities?
d. values - The problem of values is ever present. Value patterns are extremely helpful to the social scientist.	d. Why did the people from the west-side feel that the park was more important than the overpass? Why did the people from Sunnyside feel that the overpass was more important? Why did the mayor feel that both were important? Who was right? Do conflicts over values ever come up in Pittsfield? How do you judge whose values are more valid? Can you judge? How can knowing the values of certain groups help the social scientist to predict their behavior?
e. influence; techniques; decision-making - The patterns of influence and technique should be recognized.	e. How was each project presented? Were any pressures used? What did the mayor do? Did he satisfy both groups? Was there a pattern to his behavior?
f. pattern - To a certain extent, the mayor's actions were predictable. Many facets of the case were predictable.	f. Was there anything predictable in this case? Did the actions of the Mayor surprise you? Why did you know he would try to compromise? Is compromise normal behavior for a political leader? Is this case an unusual one? Is there a pattern to it? By now, you should be formulating a definition of political behavior.

UNIT: INTRODUCTION TO POLITICAL BEHAVIOR
CONCEPT: POLITICAL BEHAVIOR
PROCESS: CRITICAL THINKING - INTERPRETATION
LESSON SET: INTERPRETING AND DEFINING THE TERM POLITICAL BEHAVIOR
LESSON 3: TABLE ON PARTISANSHIP IN VOTING

UNDERSTANDINGS: Political Behavior is a scientific study of human behavior patterns as they relate to voting, motivation, decision-making, and other areas of political activity.

TEACHER OBJECTIVES: To continue introducing political behavior through discussion of the table on partisanship in voting.

To encourage students to discuss, analyze, and communicate as a skill

To observe those who need extra help in study skills.

BEHAVIORAL OBJECTIVES: By looking at and analyzing the table the students should:

1. continue selecting criteria which enable them to arrive at a definition of political behavior
2. be able to write a definition of political behavior

TEACHER BIBLIOGRAPHY: T14:266

SUBJECT MATTER	METHOD
By now, the student should be formulating a definition of political behavior in his mind. This lesson is designed to clarify his definition and to stimulate his thinking by a change in material. The students should note the various trends and differences as evidenced by the chart.	Ask the students to look at the table of partisanship of group voting. Generally speaking: What trends does the chart indicate? What differences shown are important to note? Are there any major shifts in party preference? Where? What caused these shifts? Are there patterns here? Are they important?
The students should recognize that there are patterns.	The students should then look at the table using political behavior criteria and answer the following questions:
a. People back or join a certain party because they feel that party will help them in some way. A laborer would tend to be a Democrat, a businessman a Republican.	a. What types of people would want to join the Democratic Party? the Republican? Why?

SUBJECT MATTER	METHOD
b. issue - conflict In each case there will be pressures by the legitimate authorities. There will be conflicts between groups over each issue and the political leader must decide what to do. If he is concerned with votes or blocks of votes, the issue and its proponents will come into consideration in his decision. To a great extent, the social scientist is able to predict party reactions on certain issues.	b. What types of problems could arise in each party over the issues of wage raises, civil rights, aid to parochial schools, stricter legislation controlling business? Are these conflicts predictable? Do you think social scientists are able to predict how each party will feel on certain issues? Why is this type of prediction possible?
c. priority - Each group would have their own priorities For example, professional and business people may feel that less government control of business is important or that laws limiting the power of unions are necessary. Union members may feel exactly the opposite.	c. What kinds of things would professional and business people think of as priorities? Union members? Farmers? Is there a pattern?
d. Republicans may feel that strict government control of business is wrong or that gradual integration is right. They may feel that socialized medicine is wrong	d. Looking at the table what types of values would the Republican Party have in relation to the Democrats? Is there a pattern to values?
e. influence; technique; decision-making - The Republicans may be influenced by wealthy businessmen; the Democrats by union representatives. Large groups are powerful in that they represent votes. The non-white block could use this to advantage.	e. From the table what types of influences would there be on a Republican leader? A Democratic leader? Which groups would hold the most power? In what ways? Is this influence predictable? Isolated?

LESSON SET: INTERPRETING AND DEFINING THE TERM POLITICAL BEHAVIOR
LESSON 3: TABLE ON PARTISANSHIP IN VOTING

SUBJECT MATTER	METHOD
f. pattern - This table would help a candidate to know which groups to appeal to on certain issues in order to get votes. The social scientist uses this table to understand voting behavior, trends in voting, and social environment as it effects voting.	f. If you were a candidate for office, would you use this table? How might it help you to get elected? How does the social scientist use this table? What does it help him to establish? Predict? Understand?
	ASSIGNMENT: 1. From these discussions, state your interpretation of the term political behavior. 2. Read "The Pleasant Valley Case" and answer the questions on the handout sheet which are based on the reading.

"The Pleasant Valley Case"

1. What are the motives as expressed by student in his letter to the editor? What are the motives of the teacher? The school board? The parents? The newspaper? Are these motives unusual?

2. What is the issue? Why is there a conflict? Has this type of issue arisen before? When?

3. What does the school board consider as important? Does teaching grammar have priority over discussion of political issues? Which does Mrs. Franklin feel is more important?

4. Which group was right - the school board and indignant parents or Mrs. Franklin and her supporters? Why? Could they both have been right? Support your answers.

5. What techniques were used in removing Mrs. Franklin from her position? Is there a pattern in these techniques? Which groups brought pressure? Who made the final decision? Was this decision justified? Was this decision objectively made?

POLITICAL BEHAVIOR

LESSON SET: INTERPRETING AND DEFINING THE TERM POLITICAL BEHAVIOR
LESSON 3: TABLE ON PARTISANSHIP IN VOTING

"The Pleasant Valley Case", cont'd

6. What aspects of this case could have been predicted by a social scientist? On what basis would he have made these predictions? Is there a pattern in this case? Support your answers.

POLITICAL BEHAVIOR

TABLE 3

Partisanship of Group Voting in Non-Presidential Elections 1962 and 1966

	1966		1962	
	Dem. %	Rep. %	Dem. %	Rep. %
Men	52	48	52	48
Women	52	48	52	48
21-29 years	55	45	52	48
30-49 years	53	47	55	45
50 and over	51	49	49	51
College	41	59	35	65
High School	53	47	54	46
Grade School	61	39	59	41
Professional & Business	42	58	41	59
Clerical and Sales	48	52	—	—
Manual	62	38	63	37
Farmers	50	50	50	50
Non-Labor Force	48	52	—	—
Union Members	65	35	69	31
White	50	50	51	49
Non-White	81	19	74	26
500,000 & over	56	44	—	—
50,000-499,999	57	43	—	—
2,500-49,999	48	52	—	—
Under 2,500, Rural	48	52	—	—
Protestant	45	55	41	59
Roman Catholic	65	35	73	27
Jewish	75	25	72	28

Source: Gallup Poll

POLITICAL BEHAVIOR

UNIT: INTRODUCTION TO POLITICAL BEHAVIOR
CONCEPT: POLITICAL BEHAVIOR
PROCESS: CRITICAL THINKING - INTERPRETATION
LESSON SET: INTERPRETING AND DEFINING THE TERM POLITICAL BEHAVIOR
LESSON 4: "THE KLAN COMES TO TOWN"

UNDERSTANDINGS: Political behavior is a scientific study of human behavior patterns as they relate to voting, motivation, decision-making, and other areas of political activity.

TEACHER OBJECTIVES: To ascertain the effectiveness of lessons 1-3 by going over student assignments and testing.

To observe those who have problems in reading, interpretation, and/or writing skills.

BEHAVIORAL OBJECTIVES: Students should be able to apply the aspects of political behavior through their homework assignment.

Given a case study students should be able to read and pick out the various criteria of political behavior and identify examples of them.

TEACHER BIBLIOGRAPHY: T14:4-6

SUBJECT MATTER	METHOD
1. It is important that the students thoroughly understand the term political behavior and are able to apply it and its aspects to a reading.	1. Go over the homework assignment making certain, that as nearly as is possible, students understand the meaning of political behavior and are able to pick out the various aspects and examples of it.
2. a. Klan - parade and speech to promote their views Mayor - keep peace newspaper - disliked what Klan stood for but right of free speech black citizen - hatred of Klan and warning of trouble white citizen - backing of Klan and warning of trouble if Klan is not allowed	2. Have students read case #2 "The Klan Comes to Town" and name the following: a. motive of the Klan, the Mayor, the newspaper, the black citizen, the white citizen

POLITICAL BEHAVIOR

LESSON SET: INTERPRETING AND DEFINING THE TERM POLITICAL BEHAVIOR
LESSON 4:

SUBJECT MATTER	METHOD
b. Klans right to speak and parade versus citizens hatred and contempt for Klan policies	b. issue - conflict
c. What is more important- the right of the Klan for free speech and possible violence from blacks or denying the Klan and possible violence from white Klan backers.	c. priority
d. The issue of free speech versus denying this right to those who try to undermine other American values such as equality, justice, etc.	d. values
e. editorials, letters to the editor, threats, pressure groups	e. influence - techniques
f. Prejudicial issue - hearing from both sides; group confrontations are all typical in this type of situation.	f. pattern

POLITICAL BEHAVIOR

UNIT: INTRODUCTION TO POLITICAL BEHAVIOR
CONCEPT: POLITICAL BEHAVIOR
PROCESS: CRITICAL THINKING - INTERPRETATION
LESSON SET: INTERPRETING AND DEFINING THE TERM POLITICAL BEHAVIOR
LESSON 5:

UNDERSTANDINGS: Political behavior is a scientific study of human behavior patterns as they relate to voting, motivation, decision-making, and other areas of political activity.

TEACHER OBJECTIVES: To discuss the test and clear up any misunderstanding on the part of the students as far as the definition of political behavior is concerned or as far as the criteria for judging political behavior are concerned.

To note those who have difficulty in writing, etc.

BEHAVIORAL OBJECTIVES: Students should know the definition of political behavior and be able to relate the criteria to case studies.

TEACHER BIBLIOGRAPHY: T14:4-6

SUBJECT MATTER	METHOD
Political behavior is a scientific study of human behavior patterns as they relate to voting, motivation, decision-making, and other areas of political activity.	Put the definition of political behavior on board. Students should have arrived at a similar definition before this on their own.
The test should be discussed in the light of the subject matter of Lesson #4. The teacher should allow for student differences in interpretation if the reasoning is logical and can be backed up.	Go over the case "The Klan Comes to Town" as it was given on the test. Answer questions and clear up any misunderstandings.

POLITICAL BEHAVIOR

UNIT: POLITICAL BEHAVIOR
CONCEPT: POLITICAL BEHAVIOR
PROCESS: CRITICAL THINKING - ANALYSIS OF INDICES
LESSON SET: INTRODUCTION TO TOOLS OF INQUIRY - THE INDEX
LESSON 1: ANALYZING AND INTERPRETING INDICES

UNDERSTANDINGS: A statistical table is compiled by a social scientist to show trends in political behavior.

A statistical table is a pattern of a trend and should be looked upon as such.

TEACHER OBJECTIVES: To introduce students to a tool of inquiry - the statistical table.

To have students realize the importance and the limitations of the table in the empirical approach.

BEHAVIORAL OBJECTIVES: Through analysis of another statistical table given as an assignment the student should:

1. be able to recognize the table as indicative of a pattern of a trend
2. begin to understand the importance of the table in analyzing behavior trends and making predictions
3. begin to understand the limitations of the table in that sampling techniques, compilation of data, and interpretation are subject to variation.
4. see the relationship between the definition of political behavior and the use of the table by the political scientist as a means of assessing patterns.
5. be able to use the indices in evaluating the validity of a given table

TEACHER BIBLIOGRAPHY: T14:266; T16:122-126; S5:1

SUBJECT MATTER	METHOD
	Put quotation on board: "There are three kinds of lies: lies, damned lies, and statistics" - Disraeli
	The students should be surprised at this statement and it should motivate their interest in finding why this could be true.
	Does it shock you that Disraeli should refer to statistics as a lie? Do you think that most people accept all statistics as fact? Should they?

POLITICAL BEHAVIOR

LESSON SET: INTRODUCTION TO TOOLS OF INQUIRY - THE INDEX
LESSON 1: ANALYZING AND INTERPRETING INDICES

SUBJECT MATTER	METHOD
The students should be reminded that they have seen the table before. Today, they will discuss how the table was arrived at and how valid it is.	Now look at the table of partisanship in voting. We discussed this table before when we talked about the criteria involved in our definition of political behavior.
Gallup Poll They may have been biased if hired by a political party. As far as we can tell Gallup took the poll.	We mentioned that this was a pattern. Today, we will begin to analyze data.
	The first question you should ask yourselves is - who says so? Who took the survey? Would they have a reason for being biased? Did the group whose name appears really take the survey? Would you be more impressed if a university took the poll? A respected social scientist? Ralph Nader? The U.S. Census Bureau?
	The next question you should ask is - how do they know? What percentage answered? Read p.1 in S5:1 What is a sample? Is the sample large enough to permit any reliable conclusion?
Sampling is a procedure in which only part of a group is interviewed. The portion selected to be interviewed is called a sample.	Is it big enough to mean anything? Would this affect the validity of the table?
Often much information that should be included about the sample is missing. This should be taken into consideration when using the table.	ASSIGNMENT: Read the material on sampling in the Inquiry Skills Section of the Student Manual.

POLITICAL BEHAVIOR

UNIT: POLITICAL BEHAVIOR
CONCEPT: POLITICAL BEHAVIOR
PROCESS: CRITICAL THINKING - ANALYSIS OF INDICES
LESSON SET: INTRODUCTION TO THE TOOLS OF INQUIRY - THE INDEX
LESSON 2: ANALYZING A STATISTICAL TABLE

UNDERSTANDINGS: A statistical table is compiled by a political scientist to show trends in political behavior. A statistical table is a pattern of a trend and should be looked upon as such.

TEACHER OBJECTIVES: To introduce students to a tool of inquiry - the table.

To have students realize the importance and the limitations of the table in the empirical approach.

BEHAVIORAL OBJECTIVES: Through analysis of another statistical table given as an assignment the student should:

1. be able to recognize the table as a pattern of a trend
2. begin to understand the importance of the table in analyzing behavior trends and making predictions
3. begin to understand the limitations of the table in that sampling techniques, compilation of data, and interpretation of data are subject to variation.
4. see the relationship between the definition of political behavior and the use of the table by the social scientist as a pattern of a trend.
5. be able to use the indices in evaluating the validity of a given table.

TEACHER BIBLIOGRAPHY: T14:266; T16:127-142

SUBJECT MATTER	METHOD
Review previous lesson's material by giving a short quiz.	Quiz: Analyze the following statement as to source and sampling techniques. "In the group tested, 70% had fewer cavities by using Sparkly toothpaste." W.E. Lye Laboratories
This quiz and discussion of the quiz should lead into the rest of the lesson.	Here the source is extremely questionable and the sampling technique is a mystery.
Use the table on partisanship voting in continuing the lesson.	Look again at the table of partisanship voting.

LESSON SET: INTRODUCTION TO THE TOOLS OF INQUIRY - THE INDEX
LESSON 2: ANALYZING A STATISTICAL TABLE

SUBJECT MATTER	METHOD
There is a comparison given.	Are percentages misleading: Would figures be more accurate?
Percentages are given; figures may be more accurate.	Obviously, we are limited because things are missing. Who could use this table to advantage? How could he misrepresent it? Is it a fact? A trend? A pattern of a trend?
Politicians could use this table in appealing to voters in certain groups.	
It should be pointed out that tables are meant to be used to analyze trends or to discuss attitudes but they are patterns.	
When polled, people often make false statements, have forgotten and give general figures, or answer to please the pollster.	Did people answer truthfully? Did they say what they thought the person taking the poll wanted to hear? Did they want to look good? Were they afraid to be in the minority or of appearing radical? Did they answer accurately?
This particular poll may make sense to many but there will always be exceptions.	Does the table make sense? The table shows partisanship voting - do people that you know fit in? Are there enough exceptions to make you question the validity of the poll?
Students should be aware of slanted statistics and that often statistics are invalid. They should realize that tables are patterns and should be used as such rather than as unalterable fact.	If you ask these questions when you see statistics mentioned, you will see that often statistics cannot be substantiated and are often, as Disraeli said, lies. You as a student, must judge the validity of a statistic and decide if it is a useful pattern to use. You must always remember that it is a pattern; that no matter how well the poll was taken, no matter how accurate the data is, no matter how well the data was interpreted, variables creep in and the table must be looked at in this way.
Whenever they look at a table they should use the indices discussed and then decide the validity of the table.	

POLITICS
and the
LAW

POLITICS AND THE LAW

INTRODUCTION

To many young people today, the law represents a separate, codified and almost irrelevant set of documents which has very little to do with their daily lives. They may be aware that some day this law will apply to them, but not be aware of its present relevance.

The purpose of this segment of Politics in Four Dimensions will be to acquaint the student with the law today, how this law came into being, and why law is needed. This emphasis will attempt to show briefly that all of the civilized world has developed the need for a system of written law, and that this country developed a system to meet its needs. However, today's youth might then question how their present and future needs are being met, if at all, by society.

In order to make the first section a valid and resourceful unit for the student, we will attempt to accomplish the following: to discuss the origins and development of law using primarily the text Crimes and Justice and to understand why society has deemed law necessary.

The second section will deal with the relationship between the concepts of law and justice. The two primary texts will be Law and the City, and Crimes and Justice. Their area will include as a model, life in New York City, to show that many people in the city have developed completely different frames of reference regarding the law and justice than might be expected. Then, the student will examine justice in the law as it applies to the disadvantaged and the affluent.

POLITICS AND THE LAW

This section would concentrate on areas that would be relevant to an intelligent discussion of these issues. The student would be concerned with: Who makes the laws? How are they enforced? What rights do the poor have? Are they given legal aid? How effective are city, state, and federal programs?

The third section will attempt to develop an understanding of the evolution of new laws as a potential for alleviating the problems that are seen by youth. This is the concept of the law as an instrument of social change. An understanding of this concept is the first element necessary for a student's appreciation of the legislative process.

An understanding of this concept will also enable students to examine existing laws for elements of fairness and social justice. Can the student find those types of laws that have been enacted to help him advance with dignity? If not, what recourse does he have? Will he go outside the law for his justice? Will he feel guilt in breaking the law? What must be done?

The fourth section will allow the student to apply previous knowledge to areas of major concern today both on a local and national level. The various areas will be:

A. Housing and Poverty - Texts: Landlord and Tenant
Poverty and Welfare

An examination of the concepts of renting, responsibilities of parties involved, housing codes, legality of issues involved, settlement of conflicts, poverty, relationship of poverty to housing, and programs for the alleviation of poverty.

B. Consumer Rights - Text: Law and the Consumer

An examination of the concepts of the consumer, consumer law, advertising and credit, legality of written contracts, and evolution of laws to protect the consumer.

c. Youth and the Law - Text: Youth and the Law

An examination of the concepts of youth and citizenship, influences affecting the maturing of youth, youth and courtroom law, and youth and legislation.

Having completed this section of Politics in Four Dimensions, the course should have coped with the following objectives:

1. To demonstrate the necessity for law and a government of laws.

2. To provide youth with a working knowledge of law that is relevant to their lives.

3. To develop positive attitudes toward the legal system and its representatives.

4. To demonstrate that law is not static and further to show how one may change law.

5. To make youth aware of legal services for persons unable to afford a lawyer.

6. To explore the concept of equal justice under law.

Hopefully, the student will now hold a greater appreciation for his laws. They will mean something to him, they will become a distinct reality, and he will see that the law applies to him at present and will continue to do so in the future. He will gain insight into how the law may be changed when it has created a burden or hardship, of how this same process may be used to foster justice, and how each citizen has the responsibility to maintain an awareness and involvement in politics through the law.

POLITICS AND THE LAW

LESSON PLANS

UNIT: POLITICS AND THE LAW
CONCEPT: THE LAW
PROCESS: CRITICAL THINKING
LESSON SET: DEFINING THE LAW
LESSON 1: THE CASE OF BON VIVANT vs. THE FEDERAL GOVERNMENT

UNDERSTANDINGS: Every legal case is based on factual evidence.

Every legal case is decided through reference to a set of written, codified documents called "the law".

The law is subject to interpretation.

Courts exist to interpret the law when there are disagreements among parties in a dispute.

TEACHER OBJECTIVES: To provide a case for class discussion which will enable students to begin to discuss the law and develop some understandings about it.

BEHAVIORAL OBJECTIVES: Given a class discussion about the Bon Vivant case, the students will be able to read two additional cases and begin to classify the law into kinds or types. (criminal, civil, common etc.)

STUDENT MATERIALS: 1. Student Manual, pp. 179

2. Editorial: "Disaster Can Lurk Behind a Nice Label"

SUBJECT MATTER	METHOD
Facts of the vichyssoise case.	Present to the class an editorial entitled "Disaster Can Lurk Behind A Nice Label".
a. Bon Vivant company canned soup containing botulism toxin.	Go over the details of this case to assure that students are familiar with the facts.
b. Soup resulted in death of a Westchester man.	
c. Cause of botulism was error in canning preparation.	
d. Federal government recalled the product.	
The law involves Federal standards of food preparation under the Pure Food and Drug Act	Has the law been violated? Why or why not? How?

SUBJECT MATTER	METHOD
	Accept and list responses of class without classifying them as either right or wrong.
The law is subject to interpretation.	Why are there differences of opinion about whether the law has been broken?
Courts exist to interpret the law when there are disagreements among parties to a dispute.	(If the class unanimously agrees that the law has been broken, the teacher may be the devil's advocate and point out that no one went to court and no one went to jail in the case. Evidently, therefore, no law was broken)
There are several different kinds of law.	Point out eventually that no court case ensued because Bon Vivant recognized its liabilities under the law and accepted the Government order to remove its product from grocers' shelves.
	Why didn't the government take Bon Vivant to court immediately? Was a crime committed?
	What is criminal law? Are there any other kinds of law?

ASSIGNMENT: Read the "Case of the Purple Motorcycle" and "The Case of the Irresistible Perfume" in the student manual for class tomorrow. Try to determine if different kinds of law are involved in these cases and what kinds of law these cases represent.

UNIT: POLITICS AND THE LAW
CONCEPT: THE LAW
PROCESS: INQUIRY
LESSON SET: DEFINING THE LAW
LESSON 2: CIVIL AND CRIMINAL LAW

UNDERSTANDINGS: Civil law, one of the law's two broad fields, commonly involves the legal relations by one private party against another.

Criminal law, on the other hand, involves legal action by society, or the state, against an individual.

TEACHER OBJECTIVES: To provide two legal cases for class discussion, which will enable the students to recognize the difference between civil and criminal types of cases.

BEHAVIORAL OBJECTIVES: Given the elements of a civil case and a criminal case, the student will be able to classify the majority of cases he encounters, as belonging to one of the two categories.

Students will understand what elements are necessary for classifying a case as either civil or criminal.

STUDENT MATERIALS: 1. Student Manual, pp. 182-185; 185-187

SUBJECT MATTER	METHOD
S9-	
1. "The Case of the Purple Motorcycle" on pp.45-46	Discuss with the class the two legal cases in Law and the City previously assigned.
2. "The Case of the Irresistible Perfume" on pp. 50-51	Go over the details of these cases to assure that students are familiar with the facts.
Facts in case 1:	Identify the participants and terms of the courtroom action.
a. The new owner of a motorcycle is involved in an accident.	Why did E.Z. Ryder feel that it was necessary to bring this case to court?
b. This individual was not injured, but his bike was completely destroyed. The car of the commuter by whom he was hit had hardly a scratch.	What was he seeking to gain by legal action?
c. The owner of the bike, E.Z. Ryder, consulted an	

SUBJECT MATTER	METHOD
attorney, who filed a lawsuit involving: 1. cost of bike 2. minor injuries 3. loss of working days	
Participants and terms in case: a. judge b. jury c. plaintiff d. defendant e. parties f. lawsuit g. evidence h. testimony i. verdict j. appeal	
This case involves civil law: disputes involving individuals, businesses, or government agencies who seek damage payments or relief from others.	Identify the law in this case - criminal or civil
E.Z. Ryder won.The owner of the car was instructed to pay damages.	Discuss the verdict. Summarize civil law.
Facts in case 2:	
a. A young girl, Clara, seeking perfume in a large department store, leaves realizing that she cannot afford the brand desired.	Go over the details of the next case. What happened to Clara?
b. Clara, when questioned curtly by the clerk, replies, "just looking"	Should she be brought to trial? Why? Has she broken a law?
c. She leaves, returns, and attempts to steal the perfume. She is caught.	How is this case different from the first one, if it is at all?
This case involves criminal law: local, state, or federal government prosecutes an individual (or group) for violating a law	Discuss the answers given.(this case is criminal law) Summarize criminal law.

SUBJECT MATTER	METHOD
(as assault, robbery, arson), and inflicts punishments (probation, fines, imprisonment, death) on those found guilty.	(Since this lesson will most likely be more than one day, a first day assignment should be to bring into class local newspaper stories involving legal cases.)
Newspaper articles involving civil and criminal cases.	Discuss newspaper cases. Have pupils cite whether these are civil or criminal cases. Require proof of answers by using previous days knowledge.
These two areas, civil and, criminal law, are each concerned with very broad fields —	Note many types of cases which fall under the classification of either a civil or criminal case.
Civil law: a. legal relations between private individuals b. contracts or agreements c. personal safety, etc.	Assignments:
Criminal law: a. Assault b. Battery c. Kidnapping d. Arson etc.	1. From your local newspaper clip stories of legal cases. Identify and discuss them in class. 2. Assign reading in Student Manual from Study - Skills section: Notetaking

UNIT: POLITICS AND THE LAW
CONCEPT: THE LEGAL SYSTEM
PROCESS: STUDY - SKILLS - NOTE-TAKING
LESSON SET: DEFINING THE LAW
LESSON 3:
LESSON 4: "LAW AND OUR LEGAL SYSTEM"
LESSON 5:

UNDERSTANDINGS: Our laws and legal system rests on a basic philosophy and background, namely the democratic principles that have developed from the common law of English documents.

Law enforcement and society represent an interpretation of the law, and a balancing of the concepts of rights and responsibilities.

TEACHER OBJECTIVES: To provide the skills necessary to take notes effectively by using the Student Manual, and then to apply these skills to the sections of Teenagers and the Law entitled "Laws and Our Legal System" and "Law Enforcement and Society". This should enable the students to develop an understanding of how our legal system has developed and functions.

BEHAVIORAL OBJECTIVES: Given the method for extracting subject matter from text books by effectively taking notes, the student will be able to draw from his readings in Teenagers and the Law the ability to discuss the basic evolution and principles behind the legal system that he is studying, and to be able to further apply these principles to the legal cases with which he will soon come in contact.

STUDENT MATERIALS:
1. Student Manual, pp. 199 +
2. S10:7-12

SUBJECT MATTER	METHOD
Student Manual: Skills: Study Note-taking	Presentation of a lesson on Note-taking—Teacher should use Student Manual
S10 - pp. 7-12 Laws and Our Legal System A. Basic Philosophy 1. What is law? 2. Who makes law? 3. How has our legal system developed? 4. What is common law? 5. What is the basis of the law of the United States? 6. Why do we have laws?	After this lesson, which will probably last two days, the teacher should hand out texts entitled Teenagers and the Law, by John Paul Hanna. Assign the students pp. 7-12 for in-class reading. Tell them to apply the principles of note-taking to this section. As they are reading and taking notes, the teacher should circulate and check the work of pupils.

SUBJECT MATTER	METHOD
7. What is the one basic freedom? 8. Can we have a "free" society?	At the end of the assignment, notes should be collected and checked by the teacher.
B. Law Enforcement and Society 1. How do we judge whether a law is good? 2. Can laws be bad? 3. Why do laws require that criminals be punished? 4. Should we treat all people who violate the laws exactly alike? 5. Why obey laws? 6. Who enforces our laws? 7. What is the key to effective law enforcement?	
I. Laws and Our Legal System A. Every large group of people living together establishes rules to guide the actions of individuals toward one another. These rules of conduct are what we call law.	The next day, the teacher should return the notes, and comment on the effectiveness of the students in following the note-taking procedure, and of gathering information.
B. Over the years lawmaking has been the responsibility of different persons. In a democracy, the people choose their representatives to write the laws for them. C. Brief outline on development of legal system on p. 8 of S10 should be consulted. Discusses early societies, the Greeks, the Romans, England, and finally to the Declaration of Independence.	A discussion of the areas involved in the note-taking exercise should follow: I. Laws and Our Legal System a. What is law? b. Who makes laws? c. How has our legal system developed? d. What is common law? e. What is the basis of the law of the United States? f. What different types of laws do we need?
D. Common law is law based on custom and the many decisions which English judges through the years handed down orally from the bench.	

SUBJECT MATTER | METHOD

E. The legal system of the United States traces its origins to the principles of Magna Carta, though common law, and such English documents as the Petition of Right, the Bill of Rights, and our Federal and state constitutions.

F. We need:
1. laws to regulate our affairs (traffic laws, for example)
2. laws to prevent violence against individuals
3. laws to shield the public against exploitation and petty tyranny (blackmail, lynching, slavery, monopolies)
4. laws to protect us against unfair or unreasonable operation of other laws. Examples of governmental acts prohibited by our Constitution are:
   - a. acts that take private property without just compensation
   - b. acts that deny due process of law
   - c. acts that result in unequal treatment of citizens
   - d. ex post facto laws (those which punish a deed that was legal at the time it was committed)
5. Bills of attainder (legislative acts that punish people without a court trial.)

SUBJECT MATTER	METHOD
G. Laws provide the "rules of the game" in our dealings with other people.	g. Why do we have laws?

SUBJECT MATTER	METHOD
H. Man should be free from unwarranted interference by others in his life, free to live as he chooses—(see next section)	h. What is the one basic freedom?
I. With every right goes a matching responsibility—as freedom to purchase goods equals the responsibility to pay your debts.	i. What is the relationship between rights and responsibilities?
J. You do not have a legal right to do whatever you want. All freedom imposes certain limits on our conduct so that we do not harm others	j. Can we have a "free" society?
II. Law Enforcement and Society	II. Law Enforcement and Society
A. We judge our laws by the effects they have upon human beings.	a. How do we judge whether a law is good?
B. Laws which only restrict human freedom and prevent human progress are generally considered bad.	b. Can laws be bad?
C. The law recognized differences in individuals who commit crimes and tries to adjust punishment accordingly. Such factors as age, previous record, motivation, and mental health enter in.	c. Should we treat all individuals who violate laws exactly alike?
D. The law deserves your respect because it is the best protection you have against the uncontrolled action of others.	d. Why obey laws?
E. In a civic sense we all do—because our chosen representatives make the laws, interpret	e. Who enforces our laws?

SUBJECT MATTER	METHOD
the laws, and administer them. But experience has shown that special law enforcement officials are necessary.	
F. Law enforcement depends upon law observance.	f. What is the key to effective law enforcement?
The law as discussed in A. "Laws and Our Legal System" B. "Law Enforcement and Society"	Teacher should conclude this lesson by giving a quiz. Purpose of quiz would be to check knowledge of topics discussed under "Laws and Our Legal System" and "Law Enforcement and Society"
	Assignments: 1. Reading of pp. 7-12 of S 10 2. Checking outside sources (as newspapers, magazines, television) for examples concerning areas of the law being discussed.

POLITICAL ACTION

Introduction

This segment of the course is concerned with the fundamental, down-to-earth details of politics, party organization, precinct work, campaigning, and other activities involved in electing candidates to office. The key word here is action, or learning by doing. The general objective is to enable students to learn more about how they can become active - and effective - as citizens in the political party of their choice in their own communities. To accomplish this broad purpose, the course has been built around the following specific objectives:

1. To reveal specific ways in which individuals can use their particular talents, abilities, and knowledge in politics.

2. To develop an understanding of the organization and operation of a political party.

3. To improve students' knowledge and understanding of what it takes to win elections.

4. To provide opportunities for students to get firsthand information about politics on the local level and to meet local politicians.

5. To acquaint students with various pressure groups existing within the community and to analyze the strategies used by these groups to achieve their goals.

Spaced at strategic points within the course are case studies which give students an opportunity to use the information given in the handbook to solve particular political problems. These case studies are found in the texts: Practical Political Action, Community Change, and Municipal Politics.

POLITICAL ACTION

OUTLINE

I. Introduction: The Individual in Politics

- A. Politics shapes government
- B. Many forces affect government
- C. Elections are at the heart of politics
- D. Political Activity is not an end in itself
- E. Government represents all groups
- F. The individual in politics
  - 1. Politics is organized, group action
  - 2. Politics is local
- G. The Mechanics of politics

II. Political Parties

- A. Role they play
  - 1. Definition of a political party
  - 2. Basic purpose
- B. Differences between parties have become less dramatic
  - 1. Both parties contain "liberals" and "conservatives"
  - 2. Party affiliation may depend upon family influence, religion, ethnic or economic group
  - 3. The role of issues in determining party loyalty appears to be on the decline
  - 4. On the local level the issues tend to be played down and candidates played up
  - 5. The comparable strength and effectiveness of the party organizations are principal factors in deciding who wins
- C. Parties are shaped by state election laws
  - 1. Size of the precinct or election district
  - 2. Establishment of a board of elections
  - 3. Method of nomination for office
  - 4. Methods of general election
  - 5. Eligibility of voters
  - 6. Voting in primaries
- D. Party structure
  - 1. Precincts
  - 2. Ward committee
  - 3. City committee
- E. Functions of Party Committees
  - 1. Organizing to get out the vote and win elections
  - 2. Nominating or endorsing candidates
  - 3. Providing services for the party and the voters, such as doing research, establishing a speakers bureau, holding social events, producing literature, publicity, and so forth
  - 4. Money raising
  - 5. Managing patronage

- F. Political Organizations
  - 1. Political "machines" exist because people must organize to achieve any objective
  - 2. Advantages and disadvantages of weak party organization - strong candidate issue
  - 3. Minority party organizations
  - 4. Hidden government

III. The Political Precinct

- A. The precinct leader
  - 1. Selecting the precinct leader
  - 2. The precinct leader's place in the party
  - 3. Importance of good precinct work
  - 4. What are the rewards of a precinct leader?
- B. Organizing a precinct "from scratch"
  - 1. Recruiting block captains
  - 2. Registration
    - a. timing the registration drive
    - b. preparation for registration drive
    - c. manning the registration place
    - d. turning voters out
    - e. between registration and election day

VOCABULARY

Politics
Political action
Political party
Precinct
Ward
Primary
Petition
Referendum
S.T.O.P.
A.F.O.
Urban Coalition
Candidate
Campaign
Block captain
Registration list
Saints, savables, sinners
Charter
"Checkers"

Reminder mailing
Polls
Campaign manager
Headquarters secretary
Media
Pressure group
O.C.A.
U.C.S.
P.H.A.
Micah
Political club
Intraparty fights
Patronage
Canvass
Agenda
Caucuses
L.W.V.

POLITICAL ACTION

LESSON PLANS

POLITICAL ACTION

UNIT: PRACTICAL POLITICAL ACTION
CONCEPT: POLITICS, GOVERNMENT
PROCESS: CRITICAL THINKING - CLASSIFYING
LESSON SET: THE ROLE OF THE CITIZEN IN POLITICS
LESSON 1: INTRODUCTION TO POLITICS AND GOVERNMENT

UNDERSTANDINGS: 1. Politics essentially is the process of selecting and electing the men and women who, as representatives of the citizens, manage the public affairs of the nation at the local, state, and national levels.

2. Government is the actual management of those affairs.

3. There is an important relationship between politics and government.

TEACHER OBJECTIVES: 1. To begin discussing with the students the role that the individual can play in local politics.

2. To differentiate between politics and government.

3. To discover, through discussion, class attitudes about their own political efficacy.

BEHAVIORAL OBJECTIVES: Through class discussion, the students will develop a list of criteria for distinguishing political from governmental functions and structures.

TEACHER BIBLIOGRAPHY: S20:1-6

SUBJECT MATTER	METHOD
Politics, essentially, is the process of selecting and electing the men and women who, as representatives of the citizens, manage the public affairs of the nation at the local, state, and national levels. Government is the actual management of those affairs.	Place on blackboard: Politics Draw attention to the word on the board. Ask students: What does the word politics mean to you? List class responses on board. (Have a student make a record of the responses the class makes. This list will be a useful one to refer back to at the end of the unit; see what different responses the group will give at that time).
There is an important relationship between politics and government.	Write on blackboard: Government Now let us look at another word: Government. In what ways are we affected by government--local, state, Federal? List answers given by students. What connection might there be between politics and government?

POLITICAL ACTION

LESSON SET: THE ROLE OF THE CITIZEN IN POLITICS
LESSON 1: INTRODUCTION TO POLITICS AND GOVERNMENT

SUBJECT MATTER	METHOD
	List ideas as given by students. Do not make comments that show your opinions or indicate in any way whether one idea is better than another. How do individuals participate in politics or government? Do you know anyone who participates in politics or government? (There may be some students whose parents or relatives have been active in some way or another. Have the student describe what he might know about this activity. Make a note of this for future reference.) Do you know anyone who works for the government--local, state, or national? What would you say is an essential difference between politics and government? Can young people participate in politics? Put the word Politics on the board again. We are going to study the individual and politics during the next few weeks. We will try to find some answers to some of these questions. Pass out textbook, Practical Political Action. ASSIGNMENT: Read the introduction, The Individual in Politics" S20:1-6

UNIT: PRACTICAL POLITICAL ACTION
CONCEPT: POLITICS, PARTICIPATION
PROCESS: STUDY SKILLS - NOTE-TAKING, FOLLOWING DIRECTIONS
LESSON SET: THE ROLE OF THE CITIZEN IN POLITICS
LESSON 2: STUDENT ATTITUDES ON POLITICAL PARTICIPATION

UNDERSTANDINGS: 1. A student's reaction to a newspaper article can indicate his degree of political sophistication and sense of political efficacy.

2. Politics essentially is the process of selecting and electing the men and women who, as representatives of the citizens, manage the public affairs of the nation at the local, state and national levels.

3. Government is the actual management of those affairs.

TEACHER OBJECTIVES: 1. To continue discussing the role that the individual can play in local politics.

2. To discover through discussion class attitudes about their own political efficacy.

BEHAVIORAL OBJECTIVES: The student will demonstrate, by analyzing a newspaper article, his attitudes about personal political participation in community problems and the possible results of that participation for himself and his community.

TEACHER BIBLIOGRAPHY: S20:1-6

SUBJECT MATTER	METHOD
Politics essentially is the process of selecting and electing the men and women who, as representatives of the citizens, manage the public affairs of the nation at the local, state, and national levels. Government is the actual management of those affairs.	Put the word Politics on the board. Yesterday we tried to define politics. In this introductory chapter, how would politics be defined? How, then, does politics differ from government? Why do you think many people do not seem to participate in politics? List student answers on the board. Look up "Political Opportunities for Individuals" in your handbook Appendix, S20:175. Which of these sound familiar to you? Which ones do you know nothing about? (The purpose of this list is to suggest that political activity is extensive and not as limited as some think. It will also help to identify some areas where

POLITICAL ACTION

LESSON SET: THE ROLE OF THE CITIZEN IN POLITICS
LESSON 2: STUDENT ATTITUDES ON POLITICAL PARTICIPATION

SUBJECT MATTER	METHOD
	students may be uninformed. Going over this list with the class will help to show whether they are familiar with such words and activities as precinct leader, poll watcher, ward chairman, etc. We will learn what each of these activities is as we read further.
Many citizens of Amherst fear that the student vote may take over town government.	Pass out ditto sheets of newspaper article "Outnumbered Amherst Citizens Fear Student Vote." Allow students about ten minutes to read the article, and then ask them to list examples of where they think politics or government would be involved in the situation. Pose the question: If you lived in Amherst at the current time, would there be any possible ways that you could get involved in this situation?
	ASSIGNMENT:
	Prepare a written list of the ways a student of your age could become politically involved in this situation.

POLITICAL ACTION

(The following material is an editorial taken from the Berkshire Eagle)

OUTNUMBERED AMHERST CITIZENS FEAR STUDENT VOTE

AMHERST--This quiet town of 13,000 citizens has always been dominated by its institutions of higher learning.

Some citizens now fear that it will be overwhelmed by them.

Because the citizens are outnumbered by the students--a total of 21,035 at Amherst and Hampshire colleges and the University of Massachusetts--this city may well be the extreme example of the concern college towns have as a result of the recent enfranchisement of 18-year-olds.

Massachusetts' attorney general has ruled that these young voters may register where they attend school. Amherst, in other words, could conceivably become the political property of its student population.

The day after the attorney general's ruling July 21, one resident told the Amherst Record: "The feeling around here is, it's time to move."

Since then, there has been time for reflection. Along the main commercial streets and in offices, there is a hesitancy to speak out.

"Perhaps," suggested one businessman, "these schools have had a subtle influence on the town that we never realized."

At the counter of a small restaurant, a traveling salesman confides: "They are worried sick about this thing, but I doubt if they will talk to you about it. These schools are the economic lifeblood of the town, and no businessman is going to talke publicly and take a chance of hurting his business."

Farther down the street, a real estate dealer said, "I'm not going to talk to you about it. I don't like it, and I don't think they should vote here, but you're not going to get a statement from me, and that's it."

Two simple sets of facts explain both the fear of the student vote and the reluctance of the business community to discuss the matter.

POLITICAL ACTION

Education is the main business of Amherst. And, with a voting population of 6,037 "established" residents, there is no doubt that an organized effort by the 21,000 students could politically control the town from local offices up through presidential preferential primaries.

A Personal Threat

Perhaps because to them the threat is more personal, those involved in the political life of the community are more likely to talk about it.

"If they're going to vote here we ought to bring back the poll tax," said Ann Whalen, who for 27 years has been a representative to the annual town meetings. "They don't pay taxes here, so why should they vote here? I think we have an excellent government, and they want to bring it down. I don't object to change, but they are out to make a radical change."

Miss Whalen makes it plain that she equates good government with traditional government and, in part at least, to her own political survival.

"I would hate to have stiff competition for the town meeting spot," she said. "I've gotten elected for 27 years without campaigning. If I had competition, I'd have to get out and campaign."

Mrs. Pat Fischer, Republican town chairman, always seems to be smiling, and in seven years of activity with the Republican party she has had plenty of reason to smile--she has never lost an election. But concern forces its way through the smile now. She has read the statistics that show students have registered 3-to-1 Democratic in other states.

"I just don't think they should vote here--they're only part-time residents," she said. "Ninety-five percent of them go home every weekend. They'll register here because it's convenient, and they're almost sure to defeat some of our officeholders. They could take over the local party machinery if they organized.

Andrew E. Smith, a 22-year old Hampshire College student from Ohio, was Amherst's first student to register after the ruling.

"I think it's silly to worry about students taking over the town," he said. "I really can't envision that ever happening. But there are things here that more directly affect me than things back in Ohio, and I want to have a voice in them. Housing, for example. There's a real need for low-income housing, and I think we should elect a selectman to reflect that."

On other matters, Smith gave clear evidence that he had carefully considered his role as a student-voter. He will not, he said, participate in matters of Amherst's public school system because he has no children in school.

While those familiar with Smith's views agree that their concern "for what the students might do" could be exaggerated, others on the Town Common last week found plenty of evidence for fear of radical change.

'Squash the State'

An organization of young people called People's Community Union, has organized a food cooperative. A sign bearing a red fist clenching a yellow squash with the words: "Squash the State; the People's Food Conspiracy," decorated the cooperative's distribution tables in the Common last week.

"We plan," said John Clayton, one of the union's organizers, "a big voter registration drive in the fall, and by the time the local elections come up in February we expect to be able to elect some town officials."

Only last week, he said, town officials forced the cooperative out of the house that it had used for food storage.

"They told us the house wasn't zoned for business," Clayton said. "And, do you know what we told them?" He motioned in the direction of the Town Hall and commercial district. "We told them: "When we get in power, maybe we'll run you out.'"

UNIT: PRACTICAL POLITICAL ACTION
CONCEPT: POLITICAL PROCESS - CANDIDACY
PROCESS: STUDY SKILLS - NOTE-TAKING, FOLLOWING ASSIGNMENT DIRECTIONS
LESSON SET: THE POLITICAL PARTY
LESSON 1: NECESSARY PROBLEMS TO CONSIDER IN RUNNING FOR OFFICE

UNDERSTANDINGS: 1. There are many important aspects to consider in seeking political office.

2. Some of these aspects would be more applicable to Pittsfield than others.

TEACHER OBJECTIVES: By using Case Problem #1 in S20:20-22, to have students see the many aspects of running for office.

BEHAVIORAL OBJECTIVES: To have students appreciate the above and to demonstrate this appreciation by compiling an extensive list of the problems of candidacy.

TEACHER BIBLIOGRAPHY: S20:20-22

SUBJECT MATTER	METHOD
There are many things to be considered in running for political office.	Read Case Problem #1 "Running a Candidate" on pp. 20-22. Divide the class into "buzz groups" of six or seven students. Select a chairman and a recorder for each group and instruct the chairman that his function is to see that everyone gets a chance to talk and that the group keeps on the topic. The following questions are to be answered: 1. Cooper listed a number of things, including legal advice, publicity and advertising, research, a planned schedule of speaking engagements, a finance committee, a precinct organization, and expert advice. In Mapleville, how many of these things would Schroeder really need to get Hanson on the ballot and make him a serious contender in the campaign. 2. Explain which of these jobs would have to be done for a candidate to be able to run for the Council or a similar office in your community.

LESSON SET: THE POLITICAL PARTY
LESSON 1: NECESSARY PROBLEMS TO CONSIDER IN RUNNING FOR OFFICE

SUBJECT MATTER METHOD

3. Which of these jobs, if any, would be most important in your community.
5. Cooper suggested getting Hanson endorsed by an existing political party.
  a. What are the advantages?
  b. What are the disadvantages?

The recorder will take down the answers that everyone agrees upon. Allow 20 minutes for discussion of the answers to questions 1, 2, 3 and 5 on pp.21-22. Go around the class to see that groups are at work. Be sure they understand the task. If a group finishes early, tell them to check their answers against the material in Chapter One. Now read each question. Ask for a report from the recorder of Group One. Then go on to the next group; ask for any differences in their answers, or any additions. Do this for each question except #4. It might be well to start with a different group for each question. The group which makes the first report will, of course, have the best chance to make a complete report. The task of reporting may take more than one period. If so, direct students to report back to their buzz groups as soon as they come into class the next day and finish their discussion as quickly as possible.

ASSIGNMENT:

Read "Information Relative to the Nomination and Election of City Officers in 1971—City of Pittsfield". Student Manual pp. 211

CITY OF PITTSFIELD

OFFICE OF THE CITY CLERK

INFORMATION RELATIVE TO THE NOMINATION AND ELECTION OF CITY OFFICERS IN 1971:

OFFICERS TO BE ELECTED

A mayor, by and from the qualified voters of the entire city for the term of two years.

Eleven members of the city council, one to be elected by and from the voters of each ward and four members to be elected at large by and from the voters of the city for terms of two years each.

Three members of the school committee, to be elected at large by and from the voters of the entire city for terms of four years.

A city clerk to be elected at large by and from the voters of the entire city for a term of two years.

The terms of office of all the foregoing will begin on the first Monday in January, 1971.

NUMBER OF SIGNATURES REQUIRED

A candidate for an office to be filled by the voters of the whole city must file with the city clerk a petition signed by at least 300 voters whose signatures are certified by the Registrars of Voters. A candidate for an office to be filled by the voters of a ward must file a petition signed by at least 50 voters in the ward whose signatures are so certified.

CALENDAR

Sept. 7, 5 P.M. - Last day and hour for filing petitions with Registrars of Voters for certification of signatures.
Sept. 14, 5 P.M. - Last day and hour for filing petitions and statements of candidates with City Clerk.
Oct. 4, - Last day upon which political committees may file statement of organization with the City Clerk.
Oct. 5, - PRELIMINARY ELECTION.
Oct. 19, - Last day on which candidates and political committees may file with City Clerk returns of receipts and expenditures in connection with preliminary election.
Nov. 2, - CITY ELECTION.

POLITICAL ACTION

Nov. 16, - Last day on which candidates and political committees may file with City Clerk returns of receipts and expenditures in connection with election.

JOHN J. FITZGERALD
City Clerk

REGISTRATION OF VOTERS

Persons wishing to register as voters may do so during regular office hours at the office of the Registrars of Voters in the City Hall. Regular office hours are from 9 A. M. to 12 Noon and from 1 P. M. to 5 P. M., Monday through Friday. Except for the special session to be held August 28, the office of the Registrars of Voters will be closed on Saturdays. Special sessions for registration will be held by the Board on the following dates:

Thur., September 9, 1971	- 7 to 9 P.M.
Sat., August 28, 1971	- 12 to 5 P.M.
Wed., September 15, 1971	- Noon to 10 P.M. (Last day to register to vote in the Preliminary Election)

Dates for registration prior to the City Election will be announced later.

JOSEPH H. KASUBA
JANICE E. HORRIGAN
FRANCES S. PURNELL
LOUIS J. RUSSO
Registrars of Voters

POLITICAL ACTION

UNIT: PRACTICAL POLITICAL ACTION
CONCEPT: POLITICAL PROCESS - ENDORSEMENT, ORGANIZATION
PROCESS: STUDY SKILLS - NOTE-TAKING, FOLLOWING ASSIGNMENT DIRECTIONS
LESSON SET: THE POLITICAL PARTY
LESSON 2: THE PARTY'S ROLE IN CHOOSING POLITICAL CANDIDATES

UNDERSTANDINGS: 1. There is more to getting elected than just being "qualified" by your own criteria.
2. Organization is also needed.

TEACHER OBJECTIVES: To develop an appreciation on the part of the students for the necessity of an organization to back you to achieve political success.

BEHAVIORAL OBJECTIVES: The student through the case study and by listening to the guest speaker will see the value of organization in politics. He will demonstrate this by making a list of organizational tactics mentioned in the Case Problem and by the guest speaker.

TEACHER BIBLIOGRAPHY: S20:22-24

SUBJECT MATTER	METHOD
Personal enthusiasm and being "qualified" are not the only keys to success in politics.	Read Case Problem 2, "The Organization Viewpoint". Discuss the four major reasons given by the local party chairman as to why he will not endorse Hanson. Ask students if they agree or disagree with these reasons. Go over the eight discussion questions based on the case problem, omitting #8.
	Questions for Discussion
	1. If you were Schroeder, how would you explain this interview to Hanson and his supporters?
	2. White emphasized the importance of holding a political organization together. What do you think he meant?
	3. White mentioned "workers". Who do you think they are? What do they do?
	4. White indicated there was a difference between being qualified to hold political office and being qualified as a candidate to run

SUBJECT MATTER	METHOD
	for the office. What did White mean?
	5. What do you think White would judge to be important qualifications for a candidate?
	6. Of all the reasons White gave, which do you think was his most important reason for not being interested in running Hanson on the party ticket?
	7. After this interview what courses of action can Schroeder and Hanson take, and what do you think of these courses?
	8. Do you think a political leader would really talk as frankly as this to a citizen about the "realities" of political party organization? Why? Why not?
There are knowledgeable people in the local community who can give students a good insight into the importance of party organization.	Discussion by Remo Del Gallo on the importance of party organization. (Video-tape this for use with other classes.)
	ASSIGNMENT:
	Based on the Case Problem and Mr. Del Gallo's talk, have students make a list of the organizational tactics mentioned by both sources of information.

POLITICAL ACTION

UNIT: PRACTICAL POLITICAL ACTION
CONCEPT: POLITICAL PROCESS - FORMAL (NOMINATION, ELECTION, REGISTRATION)
PROCESS: STUDY SKILLS - NOTE-TAKING, FOLLOWING ASSIGNMENT DIRECTIONS
LESSON SET: THE POLITICAL PARTY
LESSON 4: OFFICERS TO BE ELECTED, NUMBER OF SIGNATURES REQUIRED, CALENDAR, AND REGISTRATION OF VOTERS FOR PITTSFIELD ELECTIONS, 1971

UNDERSTANDINGS: 1. A mayor, eleven members of the city council, three members of the school committee, and a city clerk are to be elected this fall.

2. Some of these positions are elected by ward, and some are elected at large.

3. The terms of the various offices differ, but all begin on the first Monday in January, 1972.

4. The number of signatures required by an at-large and a ward candidate differs.

5. There are definite dates for filing nomination papers and statements of candidates with the Registrars of Voters and the City Clerk, as well as definite dates for the preliminary and city elections.

6. There are definite office hours in which people can register to vote at City Hall.

TEACHER OBJECTIVES: To familiarize the students with basic information relative to the nomination and election of City Officers in 1971.

BEHAVIORAL OBJECTIVES: The student will list the officers to be elected, their terms of office and the number of signatures required.

TEACHER BIBLIOGRAPHY: Statement of Candidate, City of Pittsfield Information Relative to the Nomination and Election of City Officers in 1971.

SUBJECT MATTER	METHOD
A mayor shall be elected by the qualified voters of the city for a term of two years. Eleven members of the city council, one to be elected from each ward, and four members to be elected at large shall be chosen by the voters for a term of two years. Three members of the school committee are to be elected	Pass out ditto sheets on "Information relative to the nomination and election of city officers in 1971". Ask students which city officers are to be elected this year and what the term of office is. Ask students if they know the difference between being elected at large and by ward. Have a student look up these two

LESSON SET: THE POLITICAL PARTY
LESSON 4: OFFICERS TO BE ELECTED, NUMBER OF SIGNATURES REQUIRED, CALENDAR, AND REGISTRATION OF VOTERS FOR PITTSFIELD ELECTIONS, 1971

SUBJECT MATTER	METHOD
at large for terms of four years. A city clerk is to be elected at large by and from the voters of the entire city for a term of two years. The terms of office of all the foregoing will begin on the first Monday in January, 1971.	terms in a political science "dictionary". Put the definitions on the board and tell the students to write them in their notebooks.
Pittsfield has seven wards. Wards are subdivided into precincts. Wards vary in size and in population.	Pass out maps of the city and have students study them for a minute or two. Ask them how many wards there are in Pittsfield. Ask them which ward they live in. Put the word Precinct on the board and ask if anyone knows its meaning. Have another student use the dictionary and look up the definition. Write it on the board and tell the students to write it in their notebooks. Ask students to look at their maps again and try to locate which precinct they live in. Ask students if the wards appear to be of equal size. Ask them how they think they could obtain information about the population of each ward.
A candidate for an office to be filled by the voters of the whole city must file with the city clerk a petition signed by at least 300 voters whose signatures are certified by the Registrars of Voters. A candidate for an office to be filled by the voters of a ward must file a petition signed by at least 50 voters in the ward whose signatures are so certified.	Have students refer to the document, "Statement of Candidate" in the Student Manual and allow the students to look it over for a minute or two. Ask students why such a document may be necessary. What purpose does it serve? List responses on the board. Ask students why such signatures would have to be checked by the Registrars of Voters.
September 7 at 5P.M. is the last day and hour for filing petitions with the Registrars of Voters for certification of signatures. September 14 at 5P.M. is the last day and hour for filing petitions and statements of candidates with the City Clerk. October 4 is	Ask students to look over the calendar of events regarding the elections. Why do they think dates are set for filing petitions with the Registrars of Voters and the City Clerk? What is the purpose of the Preliminary Election? Why do candidates and political committees have to report on receipts and expenditures

LESSON SET: THE POLITICAL PARTY
LESSON 4: OFFICERS TO BE ELECTED, NUMBER OF SIGNATURES REQUIRED, CALENDAR, AND REGISTRATION OF VOTERS FOR PITTSFIELD ELECTIONS, 1971

SUBJECT MATTER	METHOD
the last day upon which political committees may file statements of organization with the City Clerk. October 5 is the date of the Preliminary Election. October 19 is the last day on which candidates and political committees may file with City Clerk returns of receipts and expenditures in connection with preliminary election. November 2 is the date of the City Election. November 16 is the last day on which candidates and political committees may file with City Clerk returns of receipts and expenditures in connection with election.	for both the preliminary and final election? Is there any limit to campaign receipts and expenditures for candidates and political committees? Where would you find out?
There are definite office hours at the Registrars of Voters as well as special sessions for registration for people to vote.	Ask students why special sessions for registration are listed. (Many working people would not register during the day.) Ask students how they could find out what the details of the registration process are. Some may suggest going to the Registrars office and taping an interview with Mrs. Helen Stodulski, the office supervisor. Another alternative would be to ask Mrs. Stodulski to come to the school and we could videotape a discussion of the registration process by her. ASSIGNMENT: Read Case Problem #2 (S20:22-24)

INTRODUCTION

Since students in the ninth grade social studies program are engaged in a course of study entitled Politics in Four Dimensions, it is appropriate that they be given an opportunity to explore the nature and meaning(s) of politics itself. What exactly does the term encompass? Is it possible to define the term precisely, or must one be content to isolate certain basic elements? When we think of things political, what is it that we mean? How do we differentiate between man the social animal and man the political animal? When is a man's relationship with other men political, and when is it economic? We might even ask if these relationships are distinguishable.

As the students are encouraged to consider these questions, they will be provided with excerpts from Robert A. Dahl's Modern Political Analysis, in which the author addresses himself to these questions and cites the views of such theorists as Aristotle, Max Weber and Harold Lasswell. Students will be encouraged to analyze what these men had to say and to discuss the areas of agreement and divergence. Among the specific propositions to be dealt with is that of Dahl concerning the meaning of a political system, namely that it is "any persistent pattern of human relationship that involves, to a significant extent, power, rule, or authority". (T5:6)

If a political system does indeed involve these elements, it is the intent of this course to encourage students to speculate about their meaning. To facilitate conceptions of these elements, the writings of such theorists as Robert MacIver, Walter Buckley, Harold Lasswell and Abraham Kaplan will be presented. In examining their theories, students will be

POLITICAL THEORY

asked to consider how these men view power and authority. Do they differentiate between the two? If so, how? Do their conceptions contain any common denominators? Having students deal with these questions will, we hope, lead them not only to clarify and refine their own views on the nature and scope of these concepts but will also help them to develop analytical skills.

Hopefully, the theory segment of the course is so designed as to allow for a transition from a theoretical consideration of the concepts of power and authority to an examination of concrete studies of community power conducted by such people as Robert and Helen Lynd and Floyd Hunter of the elitist school vs. Robert Dahl and Aaron Wildowsky of the pluralist school. Excerpts from their respective studies will be given to students, who will be asked to consider not only the findings of these scholars but also the approaches which they employed. It is hoped that examination of the latter will allow students to construct models of their own for use in studying their own community.

It should be emphasized that throughout the theory segment, but especially during the latter phase, the teacher will act primarily as a guide and stimulus rather than an advocate.

POLITICAL THEORY

UNIT: POLITICAL THEORY
CONCEPTS: POLITICS, POWER
PROCESS: CRITICAL THINKING
LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POWER
LESSON 1: WHAT IS POLITICS?

UNDERSTANDING: Politics may be that which involves people in relationships of power, influence and authority.

Politics does not necessarily involve only those who are found in formal governmental positions.

TEACHER OBJECTIVES: To stimulate students to ask and/or consider some pertinent questions about the meaning and scope of politics via the reading entitled "Incident At Elmtown High".

To foster an awareness among students of the necessity for keeping definitions open-ended.

BEHAVIORAL OBJECTIVES: Given a case study, the students will establish a list of criteria for defining politics.

The student will be able to identify certain aspects of the case study as involving politics, namely

a. the relationship between superintendent and principal
b. the relationship between superintendent and parents
c. the relationship between principal and students

SUBJECT MATTER	METHOD
1. Student responses should be the key element. These may include that the superintendent and principal were "playing politics" in handling the different students who refused to conform to the rules. If so, they should be required to elaborate on what they mean by "playing politics".	1. Before passing out "Incident at Elmtown High", ask students to write a paragraph or two explaining or defining politics. 2. Collect the papers after about 10 minutes and save for future reference (place in student folders)
2. Relationships among the individuals involve influence and authority, and the politics of the case study may be the use of that influence and authority.	3. Ask students to discuss what they wrote and list some of their responses on the board. Have students jot down this material. N.B. Do not introduce any formal defintion by any theorist at

this time. Deal with student responses, encouraging them to spell out what they mean.

4. Throughout the discussion, encourage as many students as possible to offer definitions, stressing the need not to worry about "right" or "wrong" answers.

5. Hopefully, students should be the ones to raise the questions about influence and authority; if they don't, the teacher should. These questions might include some of the following:
   a. Was politics involved in this case study?
   b. If so, how was it involved?
   c. If politics involves the use of influence and power, who possessed and used these attributes?
   d. How were they used?
   e. Who were affected? How?

ASSIGNMENT 1:
On the basis of the reading and class discussion, reconsider the meaning of politics and write another definition.

ASSIGNMENT 2:
Did anyone in the case study seem to possess power? If so, what form did that power take?
How was the power used?
Who was affected by it?
Write a brief definition of power.

POLITICAL THEORY

UNIT: POLITICAL THEORY
CONCEPTS: POLITICS, POWER
PROCESS: CRITICAL THINKING
LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POWER
LESSON 2: WHAT IS POWER?

UNDERSTANDINGS: That power may be that which an individual uses to initiate action on the part of another individual.

That power may be that which an individual uses to change the actions of another to conform to the former's wishes.

That the power of an individual may flow from his status or position in a formal structure.

That power may result from an individual's ability to reward or punish.

TEACHER OBJECTIVES: To have students ask and/or consider some pertinent questions about the meaning(s) of power.

To develop an awareness among students of the necessity for keeping definitions tentative.

To create a classroom atmosphere in which students not only see the need to examine critically the statements and comments made by them and the teacher, but also to feel comfortable in this climate.

BEHAVIORAL OBJECTIVES: Students will begin to challenge constructively, the statements made by their fellows and teacher as attempts are made to define power.

Using the relationships discovered in "Incident At Elmtown High", students will identify those individuals possessing power.

Examining each of the relationships, students will state what form(s) the power took.

Students will be able to state the probable sources of power:
a. status or positon in the school hierarchy
b. fear of punishment
c. fear of retribution--loss of job (supt. - parents)
d. respect for postion of person exercising power

POLITICAL THEORY

LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POWER
LESSON 2: WHAT IS POWER?

SUBJECT MATTER	METHOD
"Incident at Elmtown High"	1. Begin by having students discuss their responses to homework questions (Lesson 1).
	2. Place some responses on the board and encourage comments and questions.
	3. To assist the discussion, the following questions may be asked: a. Whom did you identify as possessing and using power? b. Did the superintendent exercise power? Over whom? Where did he get this power? In what ways did he use it? c. The principal? d. The students? e. Anyone else (parents)? f. Did anyone seem to exercise power over the superintendent? Who? How was the power used? What was the source of this power?
	ASSIGNMENT 1: On the basis of this discussion, write a definition of power.
	ASSIGNMENT 2: Using your own experiences inside and outside school, list those people you think have power and where their power comes from.

(To the teacher: See Lewis A. Froman, Jr., People and Politics: An Analysis of the American Political System Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.)

POLITICAL THEORY

LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POWER
LESSON 2: WHAT IS POWER?

SUBJECT MATTER

Student responses to assignment requesting a list of those individuals in student's experiences who possess power. Responses may include:

a. from school
    (1) principal
    (2) vice-principal
    (3) teacher
    (4) peers - leaders
b. outside school
    (1) parents
    (2) leaders of peer groups
    (3) boyfriend, girlfriend
    (4) police

METHOD

1. Ask students to present lists of those they believe exercise power and place these on the board.

2. Ask students to explain why they view these people as power wielders—what their sources of power are.

Responses may include the following:
a. respect
b. love
c. fear of punishment
d. hope for reward
e. position of authority
f. reputation
g. physical force

3. Teacher should seek to have students be specific in citing what they think these sources of power are.

4. Teacher should ask students to determine if a pattern can be detected in those named frequently as power holders and those named infrequently.

Why this pattern, if any?

POLITICAL THEORY

UNIT: POLITICAL THEORY
CONCEPTS: POLITICS, POWER
PROCESS: CRITICAL THINKING
LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POWER
LESSON 3: WHAT IS POWER?

UNDERSTANDINGS: That the power of an individual may flow from the individual's status or position in a formal structure.

That the power of an individual may be overawed by his personal attributes, such as the force of his personality, and from his general background, namely educational attainments and skills.

That the power of an individual may be that which stems from the values held by the society of which he is a part, namely that a person's power may be viewed as upholding and reinforcing democratic values.

TEACHER OBJECTIVES: To reinforce student understanding concerning the meaning and scope of power.

To present a new dimension concerning the sources of power (parts 2 and 3 of the understandings).

BEHAVIORAL OBJECTIVES: Given the case study entitled "Stoerpenberg Camp", students will be able to identify those men possessing power.

Students will be able to identify the sources of that power.

Students will be able to analyze the form the power took.

STUDENT BIBLIOGRAPHY: Mindella Schultz, Comparative Political Systems, N.Y.: Holt, Rinehart and Winston, 1967

SUBJECT MATTER	METHOD
1. Leaders were chosen in a democratic fashion, reflecting the political system and its values from which these men came.	1. Assign Part I of "Stoerpenberg Camp" and have students attempt to answer the following questions as they read: a. How were the leaders chosen? b. What were the leaders like? What were their backgrounds and their most important character traits? c. What government institutions were set up?
2. Leaders possessed at least a high school education, and some were college graduates.	

POLITICAL THEORY

LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POWER
LESSON 3: WHAT IS POWER

SUBJECT MATTER	METHOD
3. Leaders had held some position of rank in the army. 4. Kent, elected the top leader, was "a man of good physical appearance, who had demonatrated a commanding personality and superior social presence during the election of the leader".	
1. Individual prisoners had some power in that they could make suggestions for laws and could participate in decisions via voting. 2. Table leaders, as spokesmen for their groups, possessed power because of the position they held. 3. Kent, because of his forceful personality as well as his position as the elected leader, possessed a great deal of power. His voice calmed the group that had been transformed into a mob. Despite their anger at Bartrum, the thief, the group deferred to Kent who was able to restore order. 4. In addition, it is possible that Kent derived part of his power from the institution of government which he headed by the consent of the others? Power Authority	1. Assign Part II of "Stoerpenberg Camp". Students should be given the following questions to answer as they read the selection: a. Who took the initiative in proposing laws for the camp? b. Who decided whether or not a question brought up for discussion was worth taking to a popular vote? Could these people control what was discussed? c. How were laws made? How were they carried out? d. What happened when a man broke the unwritten code? Who seemed to play the key role in this incident? What did his role reveal about who had power in that society? ASSIGNMENT 1: On the basis of the reading and class discussion, examine your previous definitions of power and, if advisable, rewrite your defintion. ASSIGNMENT 2: What are some of the ways we have used to analyze power?

POLITICAL THEORY

UNIT: POLITICAL THEORY
CONCEPTS: POLITICS, POLITICAL SYSTEM
PROCESS: CRITICAL THINKING
LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POLITICAL SYSTEM
LESSON 1: WHAT IS A SYSTEM?

UNDERSTANDINGS: A system may be a regular, orderly way of doing something.

A system includes a method or plan of classification.

A system may be any collection of real objects which interact in some way with one another.

The classroom may be a system within a system or a sub-system.

TEACHER OBJECTIVES: To introduce the concept of system to the students and provide them with an opportunity to analyze and define that concept.

To use the classroom itself as a vehicle for introducing the concept of system.

To encourage students to offer other examples of systems: baseball team, hospital, color system

BEHAVIORAL OBJECTIVES: Given the classroom situation as an example, students will be able to identify those elements which constitute a system:

a. that it is a set of processes or a regular and orderly way of doing something
b. that the elements which constitute it have specific functions to perform, e.g. seating arrangements
c. that the elements interact
d. that the class has structure

The students will be able to identify the class as a sub-system of the school.

SUBJECT MATTER	METHOD
In connection with each of the questions listed, the following elements of system should be sought: 1. structure of the class, physical and social 2. patterns of behavior 3. process or orderly way of doing something	1. After students have arrived in class, tell them to leave the room. When all have left, tell them to return, but give no other instructions. 2. After they have returned and have taken their seats, ask several students to describe what they

LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POLITICAL SYSTEM
LESSON 1: WHAT IS A SYSTEM?

SUBJECT MATTER

4. interaction
5. the items listed in question 4 have similar elements and are examples of systems
6. To the extent that the class involves the elements of power, rule and authority, it may be considered a political system.
    a. teacher as symbol of power, rule, authority
    b. functions of peer group
    c. leadership

METHOD

just did, using the following questions to assist discussion:

a. Why did they act as they did?
b. Why did they sit down in certain seats?
c. Why didn't everyone remain standing?
d. Why didn't anyone take the teacher's seat?
e. Why did they come to this room and not another?
f. In coming to this room, what purpose did they have in mind?
g. Once the class has begun, what usually--hopefully--takes place?

3. What can students say about the class or any class on the basis of the responses to these questions?

4. Does this have anything in common with a baseball team, a hospital, a church service?

5. Have students attempt to define system on the basis of the element isolated in the discussion.

6. If time permits, discuss the following: if not, make it an assignment for the next day: "Could the class which we have said is a system, be considered a political system?

    If students do not see this possibility, leave the question open.

N.B. Might be a written assignment for folder.

UNIT: POLITICAL THEORY
CONCEPTS: POLITICS, POLITICAL SYSTEM
PROCESS: CRITICAL THINKING
LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POLITICAL SYSTEM
LESSON 2: WHAT IS POLITICS? A POLITICAL SYSTEM?

UNDERSTANDINGS: A political association, according to Aristotle involves "authority" or "rule", and it is "the most sovereign and inclusive association". (T5:5)

According to Max Weber, an association is political "if and in so far as the enforcement of its order is carried out continually within a given territorial area by the application and threat of physical force on the part of the administrative staff". (T5:5)

"A political system is any persistent pattern of human relationships that involves, to a significant extent, power, rule or authority." (T5:5)

TEACHER OBJECTIVES: To introduce students to some of the ideas of four political theorists on the meaning and scope of politics.

To assist students in analyzing and differentiating among these theorists.

To encourage students to compare their own previously stated thoughts on the meaning of politics with those of the theorists.

SUBJECT MATTER	METHOD
1. See Dahl's presentation in readings under "What Is Politics".	1. Spend a few minutes at the opening of class asking students to recall their own definitions of politics, and jot some of them down on board. (If students have trouble recalling, pass out folder.)
	2. Allow students time to read the first three pages of Dahl's presentation of the views of Aristotle, Weber and Lasswell on what constitutes politics.
	3. Ask the class to differentiate among these views, using the prose.

POLITICAL THEORY

LESSON SET: ESTABLISHING AND ANALYZING CRITERIA FOR DEFINING POLITICS AND POLITICAL SYSTEM
LESSON 2: WHAT IS POLITICS? A POLITICAL SYSTEM?

SUBJECT MATTER	METHOD
	4. Project the transparency which illustrates via a diagram the theories of these men, where they converge and diverge.
1. See Dahl's presentation in readings under "What Is Politics".	5. After a discussion of the points made by these men, ask students to study Dahl's conception of politics and political system and his attempt to differentiate between a political system and an economic system, from "The Ubiquity of Politics" through "Political Systems and Social Systems".
	6. What criteria does Dahl establish for deciding what is political and what is not?
	7. Use "Incident at Elmtown High" as a means of gauging the level of understanding students have achieved in dealing with the views of these theorists on what is political.
	8. Use the same case study to measure growth — pre-test vs. post test.
	9. Use it as a standard test.

SKILLS

STUDY SKILLS

STUDY SKILLS

INTRODUCTION

"Intelligence alone does not necessarily make a good student." If a pupil does not know how to study, he may waste valuable time, make his learning tasks harder than necessary, and consequently have very little to show for hours of so-called study. (S11:13)

Losing homework assignments, forgetting pencils and notebooks, daydreaming in class, writing down unimportant things rather than helpful notes, not following directions, rushing through assignments and wandering around the library as if in a maze are but a few of the situations that add to the pupil's learning problems.

It is hoped that this segment of the Skills Section, the most basic of the four, will help the pupil pursue his studies in an efficient and interesting manner.

STUDY SKILLS

ORGANIZATION SKILLS

> "Organization skills are especially helpful in study. The ability to move in on jumbled disorder and turn it into some form of order is one of the most useful skills in life."
> 'S11:24)

1. If the teacher wishes to find out about the pupil's study habits and attitudes, he should give a Study-Habits Inventory as a pre-test. This inventory covers:

   A. Reading and Note-taking Techniques
   B. Habits of Concentration
   C. Distribution of Time and Social Relationships in Study
   D. General Habits and Attitudes of Work

2. The test - Study-Habits Inventory by C. Gilbert Wrenn is included in the following pages. Publishers' copies of the test should be available from the Director of Social Studies after November, 1971.

STUDY SKILLS

STUDY-HABITS INVENTORY

A. Reading and Note-taking Techniques	1. Rarely or Never	2. Sometimes	3. Often or Always	Score
1. I have to re-read material several times—the words don't have much meaning the first time I go over them.				
2. I have trouble picking out the important points in material read or studied; tend to take down material which turns out to be **unimportant**.				
3. I go back and recite to myself the material studied--rechecking any points I find doubtful.				
4. I pronounce the words to myself as I read.				
5. I miss important points in the lecture while copying down notes on something which has gone before.				
B. Habits of Concentration				
6. I find it hard to keep my mind on what I am studying—don't know what I have been reading about when I get through				
7. I have a tendency to "day-dream" when trying to study.				
8. It takes me some time to get settled and "warmed up" to the task of study.				
9. I have to wait for "the mood to strike me," or for "an inspiration" before starting a task; I am likely to waste time.				

STUDY-HABITS INVENTORY

C. Distribution of Time and Social Relationships in Study	1. Rarely or Never	2. Some-times	3. Often or Always	Score
10. My study periods are often too short for me to get "warmed up" and concentrated.				
11. My time is unwisely distributed; I spend too much time on some things and not enough on others.				
12. My periods of study are interrupted by outside interference such as telephone calls, visitors, and distracting noises.				
13. I find it hard to force myself to finish work by a certain time, under pressure; work is unfinished, inferior, or not in on time.				
14. I study with others rather than by myself.				
15. My enjoyment of loafing, "bull-sessions," or "chewing the fat," interferes with my study.				
16. I spend too much time reading fiction, going to shows, etc., for the good of my school work.				
17. Too much social life interferes with my school success--dances, dates, and trips.				
D. General Habits and Attitudes of Work 18. I get "fussed" and nervous on exams--blow up and can't do myself justice or tell what I know.				
19. I plan out in my mind the answer to a subjective or essay-type examination question before starting to write the answer.				

STUDY SKILLS

STUDY-HABITS INVENTORY

	1. Rarely or Never	2. Sometimes	3. Often or Always	Score
20. I finish my examination papers and turn them in before time is called on the examination.				
21. I try to get each point as I go over it, rather than to go on at the time and then go back later to clear up doubtful points.				
22. I try to carry over and relate material learned in one course to that learned in others				
23. I try to summarize, classify, and systematize the facts learned, associating them with previously learned material and facts				
24. I am conscious that I have been out of school too long, or took basic subjects too long ago.				
25. I try to do some "over-learning," working beyond the point of immediate memory or recall.				
26. I find myself too tired, sleepy, and listless to study efficiently.				
27. I have to study where I can smoke—must "go out and have a smoke" when working at the library, etc.				
28. Dislike of certain courses and teachers interferes with my school success.				

STUDY SKILLS

ANSWER SHEET to STUDY-HABITS INVENTORY

A. *Reading and Note-taking Techniques*	1. Rarely or Never	2. Some-times	3. Often or Always	Score
1.				
2.				
3.				
4.				
5.				
B. *Habits of Concentration*				
6.				
7.				
8.				
9.				

STUDY SKILLS

ANSWER SHEET to STUDY-HABITS INVENTORY

C. Distribution of Time and Social Relationships in Study

	1. Rarely or Never	2. Some-times	3. Often or Always	Score
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
D. General Habits and Attitudes of Work				
18.				
19.				

STUDY SKILLS

ANSWER SHEET to STUDY-HABITS INVENTORY

	1. Rarely or Never	2. Some-times	3. Often or Always	Score
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				

STUDY SKILLS

NOTE-TAKING: "Skill in taking notes is very important. Good notes prove that you understand what you have read or heard. Taking notes helps you to remember subject matter." (S11:26)

1. The following method of note-taking is from: Schultz, Mindella. Comparative Political Systems: An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1967, pp. xii-xiii.

   The following items are suggested procedure for studying readings:
   (a) Write the title of your reading at the top of a piece of paper or on a page of your notebook.
   (b) Introduction: if the reading has an introduction, do not skip over it. It should relate to the main item and usually supplies essential background information.
   (c) Skim: Read the first sentence of each paragraph of the material. When you have finished, try to state in your own words what the item was all about. Skimming such as this should never take longer than a few minutes.
   (d) Read the material carefully and take Running Notes: Do not read first and then read again for notes. Do not underline or mark the text in any way. Put any conclusions that you draw in parentheses to show that they are your own ideas.
   (e) Go over your notes, underlining key ideas or words. This procedure is the best way to begin learning the information in the lesson.
   (f) When you have finished studying your notes, try to answer questions about the reading. Make up questions to ask yourself. See if you can tell yourself the main ideas of the reading. If you cannot answer the questions, go back over your notes, and try the procedure again.
   (g) You might want to make a list of vocabulary words as you go through the reading and then fill in the definitions. This list could be kept in a separate section of the notebook.

2. There is a section in the How-To-Study Workshop (S11:26-27) on "How To Take Notes":
   (a) It might be helpful, for organizational purposes, to have a large, looseleaf notebook. The teacher may have mimeographed sheets that should be included in the student's notes.

   Write the date at the top of the page, with data on the source (book and chapter - or magazine and article - together with the author's name).
   (b) Skim the material, making no attempt to take notes. Getting the general idea first will speed and improve your work.
   (c) Write your notes in outline form.
   (d) Decide what to include, and how to express it concisely. Decide what to omit.

STUDY SKILLS

NOTE-TAKING; OUTLINING

3. Note-Taking from Speeches: (S11:26)
    - (a) Revise your notes as soon as possible
    - (b) Use standard abbreviations, such as:
      dept., govt., NY
    - (c) Use symbols such as:
      &, +, =, #, %
    - (d) Write only key syllable for some long words:
      imp (important), eco (economics), bldg (building)
    - (e) After you have taken notes, study them - making any additions or revisions that may be necessary. This review reinforces your learning.
        - (i) Grasp the pattern of main ideas
        - (ii) Learn the key facts related to them

4. OUTLINING: Outlines help to organize materials for written and oral reports as well as for reading assignments. (S11:26)
    - (a) Main topics should be labeled with Roman numerals
      I, II, III, IV, V, VI, VII, VIII, IX, X, etc.
    - (b) Subtopics for each Main Topic should be labeled with capital letters: A, B, C, D, E, F, G, etc.
    - (c) When a Subtopic is divided, the divisions should be marked with Arabic numerals: 1, 2, 3, 4, etc. There must be at least 1 + 2 under a subtopic.
    - (d) Divisions of Subtopics may be divided further and marked with small letters: a, b, c, d, e, f, g, etc.
    - (e) The next division is marked with small Roman numerals:
      i, ii, iii, iv, v, vi, vii, viii, ix, x, etc.
    - (f) Each new division of the outline should be indented:

```
 I.------------------------------
      A.-------------------------
      B.-------------------------
          1.---------------------
          2.---------------------
              a.-----------------
              b.-----------------
                  i.-------------
                 ii.-------------
II.------------------------------
```

   - (g) Outlines may consist of:
     sentences: I. The costs of advertising are high
     phrases: I. Costs of Advertising
   - (h) Punctuation varies from person to person. Usually each line starts with a capital letter. Sentences end with periods, etc.

STUDY SKILLS

NOTE-TAKING

1. The teacher, after instructing the pupils to bring notebooks to class, might let the students take notes as best they can for the first few days. The notebooks should then be collected and evaluated every other day. The skills on which the teacher must concentrate could then be determined.

Both types of exercises should be used - reading assignments and lecture note-taking - to see which will need more skill-building. Records might be used in the oral note-taking exercises.

2. The teacher may wish to give a specific reading for the class - one that lends itself to both note-taking and outlining. A reading from each of the four segments can be adapted. The following four paragraphs are found in the Students' Manual under "Study Skills".

Billions of dollars are spent each year in advertising. Advertising is a necessary expense because it helps businessmen to sell more goods and services. As a result, factory owners can use mass-production methods to manufacture more goods at lower costs. To the consumer, this means lower prices.

Advertising helps the consumer in other ways. It tells him about new goods, new fashions, new models, and new materials. It helps him to compare the quality and price of a particular brand with competing brands. Advertising also keeps the consumer informed about "clearances" and other sales during which goods are sold at lower-than-usual prices.

But advertising also has disadvantages for the consumer. Since advertising adds to the cost of production, it may raise prices. It can lure the consumer into buying things he doesn't need. And it can lead him to buy a given product without checking the price and quality of competing products. Even the wise consumer may, at times, fall victim to advertising which tempts him to buy things he really doesn't want. (S4:13)

a. A title should be put in the notebook: "Advertising"
b. Read the topic sentences:
    "Billions of dollars......"
    "Advertising helps the....."
    "But advertising also has......"
c. State to yourself what the item will be about
d. Read the material and take notes:
    Each year billions of $ spent on advertising
    Ads help business sales and mass-prod. of goods
    Ads keep consumer up on newest things, sales, etc.
    Ads hurt consumer - raise prices, confuse buying, over spend
e. Underline key words
f. Quiz yourself on material: "What was the main idea", etc.

STUDY SKILLS

NOTE-TAKING; OUTLINING; ABBREVIATING

An outline of the reading on advertising might appear as follows:

ADVERTISING

- I. The Costs of Advertising
    - A. Billions of dollars spent yearly
        - 1. A necessary business expense
        - 2. Allows for mass-production
    - B. Helps to lower production prices

- II. Advertising and the Consumer
    - A. Helpful results of advertising
        - 1. Tells him about new products
            - a. fashions
            - b. models
            - c. materials
        - 2. Helps him compare products
            - a. quality
            - b. price
        - 3. Informs him of sales and clearances
    - B. Disadvantages of advertising
        - 1. May raise prices
        - 2. May lead to careless buying
            - a. forget to check prices
            - b. forget to check competing products

3. The pupils should be able to use Roman numerals for outlining. Exercises should be developed to teach the numerals if the pupils do not already know them:

I - one

V - five

IV - four

VI - six

X - ten

IX - nine

XI - eleven

XX - twenty

L - fifty

XL - forty

C - one hundred

Pupils should be able to identify the numerals and place them in correct numerical order.

4. The pupils should be able to identify and use abbreviations:

bldg. - building
pp. - pages
vol. - volume
ch. - chapter
etc. - and so forth
syn. - synonym
i.e. - that is
par. - paragraph

states - Mass., Pa., Me.
departments or offices - C.I.A.
countries - U.S.A., U.S.S.R.
vocations - Dr., Secy., Tres.
words - co-op - cooperation
impt. - important

NOTE-TAKING; ABBREVIATING

The pupil should develop some of his own abbreviations as he becomes used to taking notes:

// - similar or like
w. - with
2B - to be
4 - for
t. - the
1/2hr - half hour

As long as the pupil can identify and successfully use his own abbr. they should be acceptable.

5. The pupil should be able to identify and use symbols in his note-taking:

# - number
% - per cent
$ - dollars
& - and
+ - and
= - equals
@ - at
¢ - cents

6. The pupil should be able to read a paragraph and pick out the main idea:

> Brown's Raid caused an explosive reaction in the Southern states. Many Southerners felt that the raid had struck the spark for a massive rebellion in which slaves would take over their owner's property and take brutal revenge on all whites. (S16:54)

What is the main thought in this reading? Is it the fact that Brown held a raid? Is it that Southerners felt Brown's action would set off a slave revolt?

The teacher may wish to take several readings from his own political segment and develop an exercise to "locate main ideas."

7. The teacher may ask the pupils to set aside a few pages in his notebook for vocabulary lists. Examples taken from the sample reading on page four of this section:

Mass-production
Consumer
Quality
Competing

*Testing vocabulary might be one means of evaluating whether or not the pupil is really reading and outlining with understanding.

Vocabulary Skills and exercises can be found in the How-To-Study Workshop (S11:4-15)

Prefixes and Suffixes
Figurative Language
Learning from Context
Jargon and Gobbledygook
Connotations and Color
Vocabulary Skills Inventory

STUDY SKILLS

SKIMMING

8. Skimming: This skill will help the pupil become acquainted with topic and prepared to notice main ideas and important details. (S11:16)
   - (a) Read the title:
     What does it tell about the article?
     Does it suggest what the article does or does not include?
   - (b) Read the introductory paragraph:
     Does it tell about the author? His point of view?
     Does it explain the reading?
   - (c) Look closely at the illustrations which are used:
     Do they set the stage for the reading material?
     Are there graphs to clarify the reading?
     Do the pictures indicate bias on the part of the author?
   - (d) Read the subheads:
     How is the material divided?
     How is the author going to treat his material?

This procedure should take less and less time as the student develops the skill of skimming.

The teacher may give the pupil specific exercises or readings from his particular political area and then ask the student to answer questions similar to those listed above.

STUDY SKILLS

SUMMARIZING

1. The How-To-Study Workshop presents five steps in the development of a summary: (S11:30)
   (a) Skim the passage
   (b) Read the passage carefully
   (c) Take notes
   (d) Write the summary
   (e) Revise your work

   The summary should include only the ideas of the author, not your personal views.

2. The student may be asked to evaluate his summary in terms of specific criteria: (T29:86)
   (a) Is your summary as brief as possible?
   (b) Do you include the most important ideas?
   (c) Did you omit the most important details?
   (d) Have you included opinions? Is the summary objective?

3. The teacher may help the pupils to understand the nature of a summary by discussing: (T29:86)
   (a) What is meant by important data? Significant details?
   (b) What is considered unimportant? Irrelevant?
   (c) What is considered objective reporting?
   (d) Demonstrate that equally valid summaries of an event may vary widely among students.

4. There is an exercise in summary writing on page 31 of the How-To-Study Workshop (S11), but each teacher should select a passage from his own reading material as a summarizing lesson.

STUDY SKILLS

LOCATING INFORMATION IN BOOKS

1. The first use of these skills should commence when the class convenes at the start of the new school year. The textbook used by all the members of the class serves as a convenient starting point both for enabling the teacher to find out what techniques the members of the class possess for obtaining information, and for giving an opportunity for teaching the skill. (T22:13)

There are some pupils who have not mastered the techniques of using the index or table of contents. A few extemporaneous questions, or better still, a prepared set of questions, will soon indicate those pupils who know how to use a textbook successfully. (T22:13)

Examples: This could be added to and used as a pre-test, or the specific words used in a vocabulary quiz.

(a) To locate the page in a text that gives information about voting patterns in the 1968 Presidential election one should use the:
(1) bibliography
(2) appendix
(3) index
(4) table of contents
(5) preface

(b) The appendix will usually be found in which part of the book?
(1) before the preface
(2) back
(3) middle
(4) front
(5) after the title page

(c) The part of a textbook that contains copies of documents and lists of statistics is:
(1) glossary
(2) index
(3) preface
(4) table of contents
(5) appendix

(d) To determine whether your book contains a chapter called "Criminal Procedure" you should:
(1) read the index
(2) go through the book page by page
(3) read the summaries
(4) read the table of contents

LOCATING INFORMATION; ALPHABETIZING

(e) If you wanted to find out an author's purpose in writing his book, you would be most likely to find it in:
  (1) table of contents
  (2) epilogue
  (3) section or margin headings
  (4) index
  (5) preface

(f) The year in which an American book was published usually can be most easily found out from the:
  (1) printer's date inside the cover
  (2) copyright date
  (3) sub-heading on the title page
  (4) date heading in the index
  (5) preface (T22:42-43)

2. Basic to many operations in obtaining information is the skill of alphabetizing. The discovery of pupils' deficiencies in this elementary skill is a constant surprise to most teachers, and yet such deficiencies are extremely common. (T22:14)

There are a number of helpful devices for teaching pupils how to use alphabetical lists:

Example: The teacher could have the pupils write down a list of words such as:
politics
mayor
government
political theory
political action
political behavior
tenant
elite (T22:14)

By asking the pupils to mark these words with numbers to show correct alphabetical order, the techer should be able to determine whether or not more work is needed.

Example: The teacher could use a more difficult exercise:
Number in correct order -

polemic
polestar
police
policlinic
poliomyelitis
polite
politesse
politic
political
polka

McKinley
Magellan
Macaulay
von Moltke
de Monfort
Mabie
Monroe
MacMahon
Murphy
Mack (T22:14)

LOCATING INFORMATION; ALPHABETIZING

Another useful device for teaching alphabetizing is a matching exercise involving the guide words taken from the top of a page of a standard dictionary. A group of guide words should be listed and the pupil should be required to place other words between the correct guide words: (T22:14)

Example: gossamer - grackle

____

guesser - gumbo

____

1. gulch
2. guilty
3. governor
4. goulash
5. govern
6. gossoon
7. guffaw
8. gum
9. government

3. The How-To-Study Workshop (S11:58-59) has a chapter on "Locating Information in Books". It discusses:
    (a) table of contents
    (b) index
    (c) glossary
    (d) list of suggested readings
    (e) list of illustrations
    (f) an evaluation of the above skills

STUDY SKILLS

VOCABULARY DEVELOPMENT

This is a suggested vocabulary. The teacher may add or delete as deemed necessary:

appendix
abbreviation
alphabetizing
bibliography
copyright date
conclusion
concentrate
context
connotation
criteria
evaluate
index
inventory
irrelevant
glossary
table of contents
note-taking
organization
outlining
objective
preface
prefix
running notes
revise
summary
skimming
symbols
syllable
subtopic
specific
suffix
significant

EVALUATION CHARTS: (A through G)

In the section that follows, you will find a number of charts that can be used to evaluate the pupil's progress in the Study Skills section. All the suggested charts are open to revision. You may devise your own methods of pupil evaluation as they are needed. These charts may be used by the pupil for self-evaluation.

STUDY SKILLS

LIBRARY SKILLS

Library Skills are dealt with in the How-To-Study Workshop (S11:52-61). Included in the material are:
1. Using the card catalogue
2. The Dewey Decimal System
3. Use of reference materials
4. Evaluation sections for the above material

Also recommended for development of library skills is: **Morse's** and McCune's Selected Items for the Testing of Study Skills and Critical Thinking (T22:14, 15, 16)

1. In teaching pupils how to use the card catalogue effectively, the rule is to explain and illustrate and then to assign exercises that will give the pupils practice. This procedure should be repeated until the skill is mastered.

   Often it is impracticable for a teacher to give individual instruction in the library to a large class in the use of the catalogue. A useful procedure would be for the teacher to borrow a drawer from the school card catalogue and pass it around the classroom so that the pupils would have the opportunity of handling the cards and noting their characteristics as the teacher explains.

   The teacher could draw a sample card on the board and explain the meaning of the call numbers, the analytic notations, and other data.

   The explanations could then be followed by an exercise in which each pupil would make a sample card for some book which he possessed, for example his social studies textbook. These could be checked by the teacher while the card catalogue drawer is being examined.

   This could be followed up by an exercise where the teacher requests the pupil to jot down some call number, the name of the author, and the title of the book listed in the card catalogue drawer.

   The class could then go to the library and locate the books that had been noted. This would allow the teacher to make sure that the pupils and not the librarian located the books. (T22:15)

STUDY SKILLS

LIBRARY SKILLS

2. The general procedure for teaching the use of reference books is much the same as that outlined in the previous section. It is always a good plan for a teacher to bring a book to class, point out some of its features, and perhaps read a paragraph or two. This should be followed by the practice of allowing the class to handle the book in turn. This procedure should be followed by assignments to the books that have been mentioned by the teacher and handled by the pupils.

   The opportune time to teach the use of reference books is when the occasion calls for a reference book. Pupils will learn a skill more quickly if there is a felt difficulty to be overcome by the acquisition of a skill. (T22:16)

3. Suggested Vocabulary:
   - card catalogue
   - decimal system
   - Library of Congress system
   - reference
   - encyclopedia
   - almanac
   - call number
   - bibliography
   - periodical
   - readers' guides

STUDY SKILLS

LIBRARY SKILLS

Evaluation: Sample test questions that might be adapted to each segment of Politics in Four Dimensions.

Below are two lists. One contains those books which could compose a Social Studies Reference Shelf. The other contains a list of questions which you might wish to have answered. Do not try to answer the questions. Indicate whether you could find the answers, by placing beside the number of the question, the letter of the reference work in which you would be likely to find the answer most satisfactorily. (T22:40)

Example: (F) I. How many students are enrolled in American colleges and universities. (The answer F refers to the World Almanac, a handbook of current information.)

REFERENCE SHELF

A. Dictionary of American History
B. An Atlas
C. A Civics Test
D. An Economics Test
E. Who's Who in America
F. The World Almanac
G. Readers' Guide to Periodical Literature
H. Official State Government Handbook
I. Dictionary of American Biography

QUESTIONS

( ) 1. Who is the official custodian of state laws?

( ) 2. What was the political significance of the last Congressional election?

( ) 3. What are the advantages of the city-manager plan?

( ) 4. Describe the nomination and election of a President?

( ) 5. What is the title of a recent article in the Nation concerning Chinese-American relationships?

( ) 6. Who was the author of the story in Time Magazine about the Vice President's trip around the world?

( ) 7. What do we know about predicting business cycles?

( ) 8. Who is the chief justice of your state supreme court?

( ) 9. How does your state rank in size with the 49 others of the U.S.A.?

( ) 10. What governmental experience and political background does Governor Sargeant have?

STUDY SKILLS

LIBRARY SKILLS

Evaluation: This suggested format, which may be adapted for specific areas, can be used as a quiz on "getting material". (T22:41-43)

Directions: Place the number of the option which most correctly completes each of the following statements.

( ) 1. What is the best book to use to obtain a brief account of the life and work of prominent people of today?
(a) American History text
(b) *Who's Who in America*
(c) *World Almanac*
(d) source book

( ) 2. Which is the best book to use to obtain the size and area of the states in the United States and the countries of Europe?
(a) *Who's Who in America*
(b) *World Almanac*
(c) European History text
(d) *Readers' Guide to Periodical Literature*

( ) 3. For a brief account of the life of President Washington, one should use the:
(a) *World Almanac*
(b) *Who's Who in America*
(c) *Readers' Guide to Periodical Literature*
(d) an encyclopedia

( ) 4. To learn what the abbreviations used in the *Readers' Guide to Periodical Literature* represent one should:
(a) ask the librarian
(b) look in the front of the book for an explanation of how to use the book
(c) try to figure out the meaning by reading several pages of abbreviations
(d) look in a dictionary

( ) 5. Which of the following would be most appropriate as the reference in writing a long theme on the subject of the "Monroe Doctrine?"
(a) Bartlett's *Familiar Quotations*
(b) *Encyclopedia Americana*
(c) Putnam's *Historical Atlas*
(d) Haggard's *Devils, Drugs, and Doctors*

( ) 6. If you wanted to get a start on getting material for a report on atomic energy, a topic about which you knew relatively little, which would be the first of the following accounts that you would read?
(a) An article in the *Encyclopedia Britannica*
(b) A picture in *Popular Science* Magazine
(c) *The Readers' Guide to Periodical Literature*
(d) An article in a scholarly magazine

STUDY SKILLS

PRE-TEST   Tyler-Kimber Study Skills Test

Tyler, Henry T. and Kimber, George C. Tyler-Kimber Study Skills Test. Stanford, California: Stanford University Press, 1937.

TO THE STUDENT: Success in academic work depends in considerable part on possessing certain skills and fundamental understandings. These make it possible for the student to find information quickly when he needs it and so enable him to become self-reliant in his studying. The student who has not developed these skills is handicapped and prevented from doing the best work of which he is capable. Just what skills and understandings are needed depend somewhat on the field of study under consideration. Some are useful in practically all fields, and it is these that the test seeks to measure.

If you will read carefully and carefully follow the directions for each part, your resulting scores will have much meaning.

PART I: Finding what you want in a book

To answer questions numbered 1 to 10, select for each question the response in the list immediately below which, in your opinion, best answers that question. Place in the parentheses after each question the number of the response selected.

1. alphabetical
2. author
3. back
4. chronological
5. front
6. index
7. number of pages
8. publisher
9. table of contents
10. year of publication

1. In what part of the book will you find the title page....( )
2. What three things besides the title will the title page usually tell ....( )
3. If there is an index, where will you usually find it ....( )
4. In what arrangement will you find the items in the index.( )
5. If you wish to know how many pages a given chapter contains, where can you find out most quickly ....( )
6. Where will the table of contents be found ....( )
7. If you wish to know whether or not a detail of some subject is discussed in the book, what will you usually use to find it ....( )
8. If you wish to know how many chapters the book contains, where would you look ....( )
9. To what will you refer if you wish to know whether or not a certain man has been mentioned in the book ....( )
10. If you want to see in what way the author has organized his material, where will you look first ....( )

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PART II: Using an index

Below is a sample index. Under it are questions 11 to 20. In the parentheses after each question write the proper answer as found in the index.

SAMPLE INDEX

Anthropology, see Science
Anti-trust law of 1890, 240, 237; see also Industry
Architecture, 485; machine age 786ff
Balfour, Hon. Arthur James, 646 ff; biographical sketch, 650-51
Balkan War, 534-46; map, 540
Banks and banking, see Currency
Belgium, 403-410
Boston: founding of, 175; growth of, 178-180; history of, 176-77; industries of, 181-85, 190n.
Business, 750-75; automobiles as illustration of methods of 761-64

11. On what page would you look for information about the products of Belgium........... (____________________)
12. Under what topic would you look for a discussion of anthropology.............. (____________________)
13. On what pages will you find facts about the personal life of Balfour .... (____________________)
14. On what pages will you find a discussion of methods used in selling automobiles..... (____________________)
15. On what page will you find a map of the Balkan War............................ (____________________)
16. Where will you expect to find the story of the Boston Tea Party.................. (____________________)
17. What is the first page on which the 1890 anti-trust law appears to be mentioned.. (____________________)
18. Where would you look for a discussion of modern skyscrapers?.................... (____________________)
19. Under what heading is banking treated...... (____________________)
20. On what page will you find a note about the industries of Boston.................. (____________________)

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PART III: Using general reference books
The following questions draw attention to information you might seek. They are answered by selecting, from the responses offered immediately below, the name of the reference work in which the information called for in the question would best be found. Place in the parentheses after each question the number of the reference work selected.

1. an atlas
2. World Almanac
3. an encyclopedia
4. Who's Who in America
5. Readers' Guide to Periodical Literature
6. Bartlett's Familiar Quotations
7. A student's dictionary

1. Where would you look to find the source of the Volga River?..( )
2. Where to find who wrote, "The pen is mightier than the sword"?...( )
3. To find out what has recently been written in magazines on evolution?..( )
4. To find out how lace is made?..( )
5. Where you would find the address of a well-known living American author?..( )
6. To find the total wheat import and export of the United States for the last ten years?..( )
7. To locate the most recent article by a given author............( )
8. To find out who wrote the magazine article, "Sudden Death"......( )
9. Where would you look to find out what other positions a man in public life has held?..( )
10. To find out when the Suez Canal was built.........................( )
11. To find a complete technical discussion of the differences between a partnership and a corporation...........................( )
12. Where would you look up brief information on Gothic Architecture?..( )
13. Where would you find to what professional organizations a leading scientist belongs?..( )
14. Where would you look to find a list of references on the Japanese Exclusion Act?..( )
15. To find out how many immigrants came to the United States in 1920..( )

STUDY SKILLS

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PART IV: Recognizing common abbreviations
Below is an exercise concerning common abbreviations of words or phrases. There is a response list containing meanings of the abbreviations. Place the number of the response in the parentheses following the questions.

RESPONSE LIST

1. pages
2. that is
3. plural
4. paragraph
5. chapter
6. synonym
7. and so forth
8. volume
9. antonym
10. for example

1. What does the abbreviation pp. mean........................( )
2. What does i.e. indicate.....................................( )
3. vol...( )
4. pl..( )
5. e.g...( )
6. ant...( )
7. par...( )
8. syn...( )
9. ch..( )
10. etc..( )

PART V: Recognizing Roman Numerals
Below are listed Roman Numerals. They are not in correct numerical order. You are to rewrite the numerals in the correct order, from "one" to "one-hundred".

V
IV
VI
I
IX
XI
X
XXX
XL
LX
XC
C

____
____
____
____
____
____
____
____
____
____
____
____

SKILLS

VALUING

VALUING SKILLS

INTRODUCTION:

The thrust of citizenship education should not be educators transmitting to students specific views of reality that educators have found to be correct, but rather supplying the student with an analytic scheme and diverse viewpoints that he may clarify conflicting commitments in ways that make sense to him and can be defended in public. (T25:9)

Social controversy arises in response to the advocacy or implementation of specific action or policy choices by citizens or officials in affairs that concern a community with diverse interests.

We propose teaching both a method to analyze positions on value issues and techniques that encourage students to take a stand on controversial, value laden problems. Donald W. Oliver's and Fred M. Newmann's Taking a Stand: A guide to Clear Discussion of Public Issues (S16) is a basic source for the unit, since this valuing model is based on the careful development of discussion skills. (T25:26)

VALUING SKILLS

UNDERSTANDINGS:

1. A value is a claim or belief that something (an act, an object, an event, a policy, a person) is good, right, should, or ought to be - or the negative opposite of such judgments. (T25:26)

2. A public policy issue is a question involving a choice or a decision for action by citizens or officials in affairs that concern a government or community. "S16:29)

   Examples: Should Congress pass a new draft bill?
   Should I write to Mayor Butler asking that he refuse S.T.O.P.'s petition?

3. One must distinguish a moral-value problem, from a factual problem, from a definitional problem. (T26:89)

4. Factual claims are disagreements about the descriptions or explanations of events. Factual claims can be supported in a number of ways:
   a. Showing that it is common knowledge or common sense
   b. Personal observation
   c. Reference to an authoritative source
   d. Showing that a factual claim is consistant with a number of other well-established claims. (S16:29)

5. Issues of definition can arise when people disagree over the nature or quality of a thing or action being named. It is necessary to arrive at enough precise criteria to identify the term under discussion. An example: define the words "communist", "justice", or "welfare".

6. Definitional disputes are sometimes only labeling problems. An example: What is "soda" to some is "tonic" to others. (S16:34)

7. Moral statements or value judgments suggest that some object, person, or conduct is good or bad. They suggest that the goodness or the badness is based on a general moral principle.

   Examples: "Do unto others........"
   "all men should be treated equally." (T25:43)
   "the sale of narcotics is forbidden."

8. There are several possible strategies by which value statements can be justified or challenged:

VALUING SKILLS

UNDERSTANDINGS:

a. Value laden language can be used to arouse positive or negative feelings. "Loaded" words arouse strong personal feelings.

Examples:
alcoholic vs. drunk
theft vs. monomania
patriot vs. chauvinist
strength of purpose vs. pigheadedness
free enterpriser vs. capitalist

kill
impartial
democratic

(T25:45 + (S16:30)

b. Use of a respected source. (T25:45 + S16:30)

Examples:
The Bible
The Constitution
The Superintendent

c. Prediction of a valued consequence. (T25:45 + S16:30)

Example: We should not pull out of South East Asia because our national security is at stake.

d. Finding important values that conflict. One value is going to have to be chosen over the other. Sometimes they can be clarified by using an analogy. The analogy is an authentic or hypothetical situation involving principles similar to the original case, but which elicits a denial of a value or policy initially supported. (T25:47 + S16:34)

Original Case: Sirhan Sirhan murdered Robert F. Kennedy, so he deserves to die in the electric chair. Capital punishment should not be abolished, because killers should not go unpunished. They should pay for their crimes with their lives.

Example: Value Claim: It is wrong to kill
Challenging Analogy: An innocent man is attacked by a thief with a knife. The man shoots the thief in self-defense. (T25:276)

Original Case: Esau Rival had a brother named Able. Able was smarter than Esau, a better athlete, and generally more "hip". Everybody liked Able. Esau just lived in his brother's shadow. One day Esau decided he'd had enough of playing second fiddle. He bought a gun. When Able came home for supper that night, Esau shot him dead. (S2:13)

Easu should be sent to the elctric chair. He should be punished.

UNDERSTANDINGS:

Example: Value Claim: It is wrong to kill

Challenging Analogy: After school one day, Paul Puny burst into the house. His mouth and nose were bleeding. He told his father that Billy, who lived down the block, had beat (sic) him up. It was the third time in a month that this had happened. Paul's father strode out of the house and down the street. When he came upon Billy, he slapped the boy across the back, knocking him against a tree. Billy's head wacked the tree trunk. He moaned and slid to the ground unconscious. Next day, Billy died. (S2:11)

Mr. Puny should be sent to the **electric chair.** He killed Billy and it is wrong to kill, or should he be punished?

(More examples can be found in S2:Chapter 2: pp.8-14)

9. There are general values or "generalized goods" such as self-respect, sympathy, love, fairness, and justice. (T26:26)

10. Valuing involves classifying objects or actions as "good" or "bad" or "right" or "wrong". (T26:98)

11. A value judgement suggests that something has been determined good or bad and implies that a person will act on the basis of that determination.
Example:

VALUE JUDGEMENT suggests that:	DECISION
Free speech is good.......	....We shouldn't pass laws censoring Communist literature
DECISION	SPECIFIC CONSEQUENCE
We should arrest people who make Communist sounding speeches because........	These people will spread Communist ideas
DECISION	SOCIAL VALUE
Mr. Smith might say: We should jail people who talk in favor of Communism because.......	such talk threatens the safety of the community

UNDERSTANDINGS:

Mr. Jones might say: We should let everyone speak on any subject he pleases, as long as he does not use lies to damage people's reputations, because....... free speech is an essential ingredient of personal freedom.

12. There is a difficulty in drawing the line between personal preferences and general social values. (T26:51)

Examples: Suppose we note the following terms: the music of Beethoven, blue neckties, equal voting rights. If these are considered values, the phrase is good or bad is implied after each term. Intuitively, we know that there is something quite different about asserting that blue neckties are good and that equal voting rights are good. Probably the most useful way to describe the distinction is in terms of the number of people our value judgement may affect and the extent to which each person may be affected. It is difficult to imagine the community's suffering any severe injury if people do not value blue neckties. This is not the case with such values as free speech and voting rights. (T26:98)

Behavioral Objective: Given a list of 10 values, the student will be able to distinguish general values from specific ones.

Example:
pink shirt
moustache
nonviolence
private ownership
communes
brotherhood
due process of law
Little Abner
bikini
dignity of the individual

13. General values of society conflict with evaluations of specific situations. General values also conflict with each other as one attempts to apply them to the defense of proposals and actions related to public issues. (T28:43)

Examples: All men have equal economic opportunity, but it is "OK" not to hire Blacks at the factory because it is company policy. (T28:43)

VALUING SKILLS

UNDERSTANDINGS:

All young men have the right to freedom of conscience but they must accept the draft policy and defend their country.
Jack: In this country we believe in majority rule and the majority of the people in Pennsylvania think the Amish should go to public school. Therefore, they should not be excused.
Marion: No, they should be excused. The Amish are a religious minority and our country was founded on a belief in preserving the rights of religious minorities, even though the majority have different views. (T25:13)

14. Public controversies arise over conflicts among several values ingrained in an American Creed. The Creed is a set of values phrased in general abstract language to which most Americans would proclaim allegiance and commitment, including:
    a. The worth and dignity of the individual
    b. equality
    c. inalienable rights
    d. consent of the governed
    e. majority rule and respect of minority rights
    f. rule of law
    g. community and national welfare
    h. the basic rights and freedoms of religion, speech, press, assembly and petition (T25:11)

15. Legal issues usually consist of a combination of value, definitional, and factual questions. A "law" is a rule defining a class of permissible or unpermissible conduct based on some governmental authority. When applying the law one has to know the circumstances of the case (factual), apply fairness and impartiality (value), and determine whether or not a particular action falls under an existing law (definition). (S16:38)

16. Valuing problems arise over disagreements about frame-of-reference. The way that most people come to see the issues in a case is determined by the most important values and beliefs that influence how they look at the world - frame-of-reference. (S16:38)

    Example: Should there be a walk-out at one of your city's junior high schools, it would be viewed differently by those pupils who walked out, those pupils who remained, the teachers, the parents, and the administrators. Each would be interpreting reality with a different point of view.

VALUING SKILLS

UNDERSTANDINGS:

17. A political dilemma occurs when we are faced with a choice in which any of the available alternatives will enhance one value at the expense of the other. Dilemmas are handled in two ways:
    a. One can deny, distort, or repress negative consequences
    b. One can maintain that the value we are preserving is more important than the value that we are violating. (T26:121)

18. An argument usually begins when people have different viewpoints about rightness or wrongness, the legality or illegality, the justice or injustice of an action or policy, or the truth of a claim. (T25:73)

19. Discussion is a vehicle for developing, clarifying, and justifying views, not primarily a device for dominating others or for parading one's knowledge, rhetorical skills, or charismatic charm. (T26:35)

20. Discussion, in order to be meaningful, must be disciplined. People cannot talk only for the sake of talking, nor can they participate without listening carefully to see how others react. The following techniques are useful in describing disciplined discussion.
    a. Developing sensitivity to what other participants are saying
    b. Stating the issue over which the participants disagree
    c. Pursuing issues systematically and with some degree of continuity
    d. Making explicit the changes or transitions in the issue
    e. Weighing the relevance of statements that may be off the track (S16:18)

21. People engage in discussion for the following reasons:
    a. Persuasion and winning
    b. Unloading feelings
    c. Problem solving and clarification of opposing points of view (all are defined in Taking a Stand, S16:4-6)

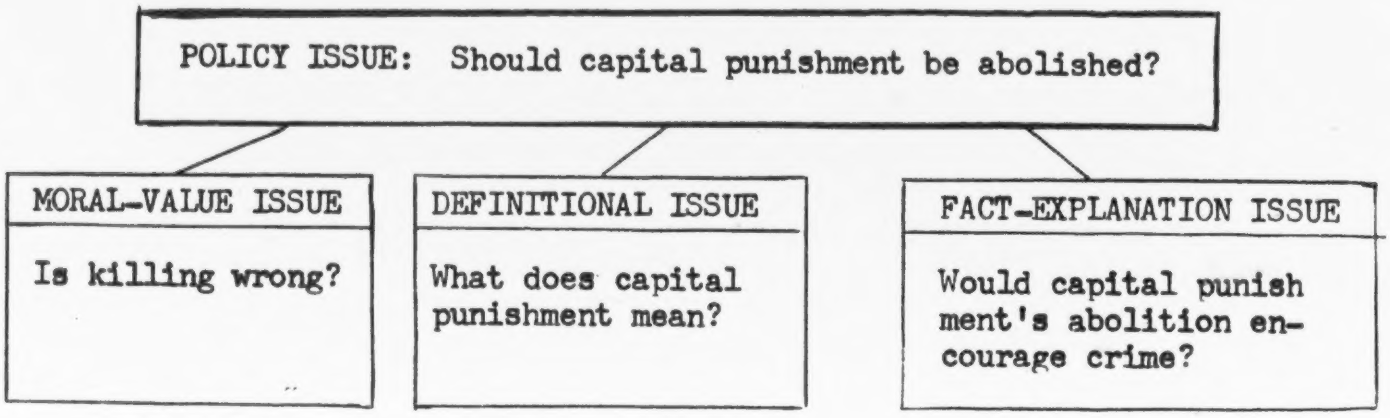
22. Values are objects, ideas, or beliefs which are cherished. (taken from Ward's paper on The Concept of Value, page 3. Available through the curriculum director. Quoted from Jack Curtis, Social Psychology)

23. One of the best ways to clarify issues is to state them in question form?

    Example: Should public housing be built on outer Williams Street?

VALUING SKILLS

APPROACHES TO DIFFERENT TYPES OF ISSUES: (Form adopted from T25:43)



POLICY ISSUE: Should capital punishment be abolished?

MORAL-VALUE ISSUE

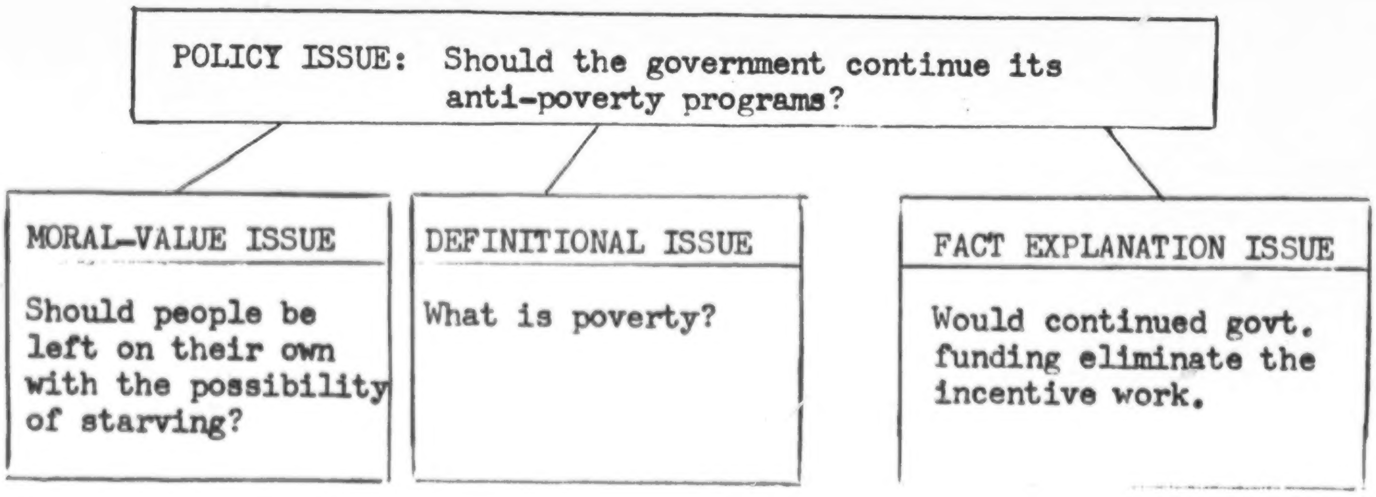
Is killing wrong?

DEFINITIONAL ISSUE

What does capital punishment mean?

FACT-EXPLANATION ISSUE

Would capital punishment's abolition encourage crime?



POLICY ISSUE: Should the government continue its anti-poverty programs?

MORAL-VALUE ISSUE

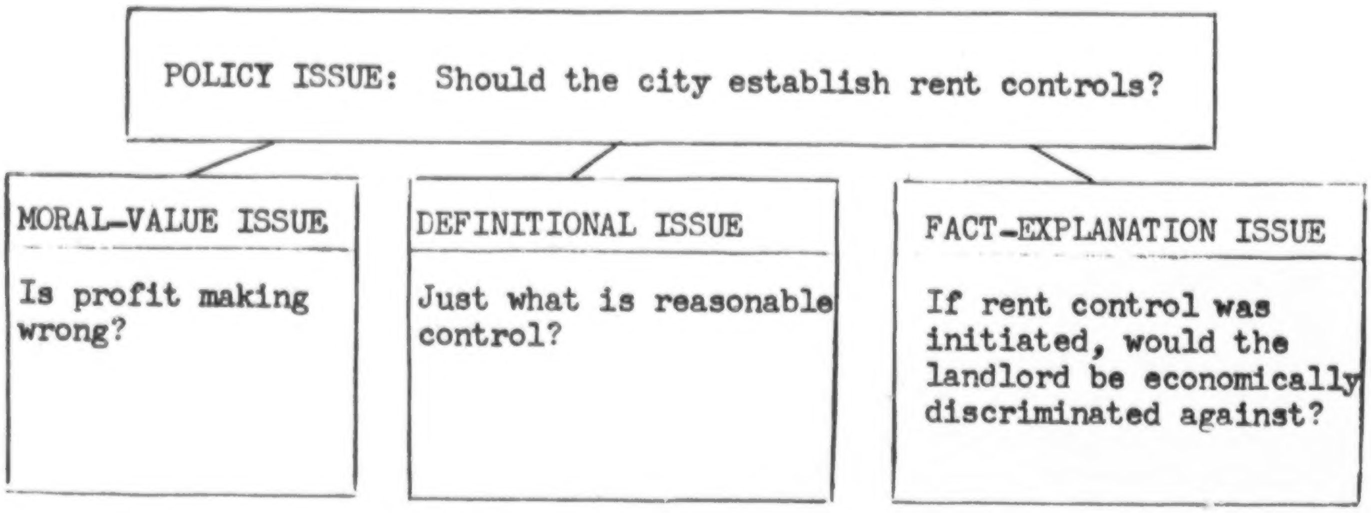
Should people be left on their own with the possibility of starving?

DEFINITIONAL ISSUE

What is poverty?

FACT EXPLANATION ISSUE

Would continued govt. funding eliminate the incentive work.



POLICY ISSUE: Should the city establish rent controls?

MORAL-VALUE ISSUE

Is profit making wrong?

DEFINITIONAL ISSUE

Just what is reasonable control?

FACT-EXPLANATION ISSUE

If rent control was initiated, would the landlord be economically discriminated against?

REPRESENTATIVE LESSON PLANS

UNIT:
PROCESS: VALUING
LESSON SET:
LESSON I:

UNDERSTANDINGS:
- (a) Values are objects, ideas, or beliefs which are cherished. (Ward's Paper, p.3)
- (b) Values are justified on their ability to satisy human wants. (Ward's Paper, p.16)
- (c) Valuing involves classifying objects or actions as "good" or "bad" or "right" or "wrong" (T26:98)
- (d) Values are ideals that people strive to achieve and those ideals vary from person to person and situation to situation.

TEACHER'S OBJECTIVES:
- (a) To give the student a classroom activity which will help them establish some of the criteria used in determining values.
- (b) To discuss the reasons why the pupils chose the items they did on the handout.
- (c) To introduce the pupils to the terms "value" and "valuing".
- (d) To help the pupils develop criteria for recognizing a value hierarchy.

BEHAVIORAL OBJECTIVES:
- (a) The pupil will demonstrate through a class discussion of the worksheet, his understanding of values and general value order (hierarchy).
- (b) The pupil, following the class discussion, will demonstrate his understanding of values and general value order, by completing Handout II: Vocabulary on Hierarchy and "Goodness" or "Rightness".

TEACHER'S BIBLIOGRAPHY: Oliver, Donald W. and Shaver, James P. Teaching Public Issues in the High School. Boston: Houghton Mifflin Company, 1966, pp.19-24

Ward, Stephen D. The Concept of Value. A paper that is available in the office of the Social Studies Director.

STUDENT'S MATERIAL: A class handout on valuing. Handout I
A class handout on vocabulary. Handout II

SUBJECT MATTER	METHOD
The Class Handout I Subject matter is listed under understandings.	After the class has assembled, pass out the class handout, tell the pupils the directions (without mentioning the word "values"), and have the students fill in the worksheet.
Vocabulary to be taught: value valuing "goodness" "rightness" hierarchy	There may be pupils who don't want anything on the list. Tell them to try choosing the things on the list, but save their "I don't want anything here" comments for the class discussion. After Handout I has been completed, the teacher should start a discussion by asking either: "Who would like to read his list, making sure you tell us your first choice, second, etc?" "How many people donated money to the civil rights organization?" The teacher should try to get at words such as "importance", "worth", "want most", leading the class toward a definition of values and the process of "valuing". You might ask: "What made you decide as you did", or "What criteria did you use when labeling the choices one, two, etc.?"
Class Handout II	When the teacher feels that the discussion should be terminated, he should collect the valuing sheets and then have the pupils write down their definitions of the lesson's key words, making sure that the pupils put down the reasons for their answers.

VALUING SKILLS

SUBJECT MATTER	METHOD
	Pupils should leave the class, having been exposed to the words: value valuing hierarchy right and wrong good and bad If there is not enough time left in class to do the written assignment, it may be given as a homework assignment. (depending on the schedule)

VALUING SKILLS

CLASS HANDOUT I　　INTRODUCTION TO VALUING　　LESSON 1

You are to assume that your Uncle Leroy just died and left you an inheritance of $100. You are going to spend that money on the shopping list given below. As you spend your $100, you are to number your choices. For example: 1 a new suit or dress, 2 paperback books, etc. Be sure to account for the entire amount of your inheritance.

__________ a new suit or a new dress ($20)

__________ tickets to a baseball, football, or hockey game ($5)

__________ donation to your favorite charity (any amount)

__________ a new stereo set ($50)

__________ one dozen new record albums ($30)

__________ donation to a civil rights organization (any amount)

__________ tickets to a rock concert ($10)

__________ a used motorcycle ($80)

__________ open a bank account (any amount)

__________ one dozen paperback books ($10)

__________ a membership in the country club ($60)

__________ one share of stock ($100)

__________ men's or women's cosmetics ($15)

__________ music lessons (any instrument) ($40)

VALUING SKILLS

CLASS HANDOUT II VALUING VOCABULARY LESSON 1

1. Study the following list of items or phrases and then arrange those items or phrases in a hierarchy of valuations:

Hot Lunches ______________________________

Equality ______________________________

Integrated Schools ______________________________

Honors, College Prep, and General Classes ______________________________

Inter-school Sports ______________________________

Majority Rights in Student Government ______________________________

Minority Rights in Student Government ______________________________

Student Dress Code ______________________________

(If you have any comments on the above listings, you may write them on the back of this paper)

2. Write an answer to the following questions, making sure you tell why you answer as you do:

   (a) What is "Right"?

   (b) What is "Bad"?

VALUING SKILLS

UNIT: POLITICS IN FOUR DIMENSIONS
PROCESS: VALUING SKILLS
READING: Found in Student Booklet, page

The following two readings have been included in this section because they lend themselves to use in many exercises. The items listed are simply suggestions:

Reading I could be used as a final exam. The student could be requested to do the following:

(a) identify different issues: policy, value, or definitional
(b) identify those situations where general values of society are in conflict with evaluations of specific situations
(c) identify or describe both Joe's and Clarence's frame-of-reference, and the consequences arising from them
(d) identify the basic "all-American" values that are implied in the conversation and how they come into conflict with each other.
(e) identify analogy, if present, and evaluate its use or "validity"

Reading II lends itself to the evaluation of discussion skills:

(a) Is it a one-way transmission of information?
(b) Is it an "unloading" situation?
(c) Is it a problem solving situation?
(d) Are the parties listening to each other?
(e) Is it a personal attack?
(f) Are the issues really stated?

Types of directed discussion and procedures for them can be found in Taking a Stand (S16)

Readings I and II together can illustrate useless vs. directed discussion, etc.

Readings I and II could be adapted as a role play to get at values on the housing issue, to illustrate value conflict, or any number of other situations.

VALUING SKILLS

Discussion 1: An example of poor discussion techniques

Joe French lived with his wife and two children in the second-floor five-room flat of a two-family house in suburban Glendale, fifteen minutes by bus from the outskirts of a large city. On the first floor lived the landlord, Clarence Summerton, and his wife. Clarence had run a small independent grocery for several years, but now in his early sixties was about to retire. Joe, after living in the Summertons' house for three years, had just finished his studies at a nearby medical school and was about to move to a new area for his internship. Just this year he had become friendly with Larry Burson, a first-year medical student who wished to move out of the city. Joe suggested that Larry might be able to get his apartment. Accordingly, when Larry and his wife came to visit, Joe introduced the couple to Mr. Summerton. After the Bursons left, Joe offered Clarence a second cup of coffee and the conversation began.

Clarence: I don't have anything against them personally, Joe, but the folks in the neighborhood wouldn't stand for it.

Joe: You mean that just because the Bursons are Black you'd refuse them a place to live. You have no right to discriminate against a person just because of his race.

Clarence: I'm not discriminating against anyone. Just exercising my right to lease my property to tenants of my choice. I have to think of the property values in this neighborhood, and I wouldn't want to put the Negro family or the folks in the neighborhood in any danger.

Joe: How can Blacks ever get an equal chance in this country if people like you keep refusing them housing?

Clarence: They do have an equal chance. Just like the Italians, Jews, the Irish - they've all made it without these riots, hate, and violence. Negroes have plenty of rights - education, voting, welfare - but they don't have the right to move in wherever they want and to burn down our cities.

Joe: They're only asking for basic human rights. That's what the American Revolution was all about - violence to get self-government and equality. Studies show that the white man discriminates against the Negroes - in education, business, labor, housing.

Clarence: Well, what kind of sacrifice am I supposed to make to help them? Suppose my friends turn against me, move out of the neighborhood, and it becomes all black? What will I have left? I don't see where I have any obligation to help the black man. What has he ever done for me?

Joe: I help lots of patients at the hospital even though they have never done anything for me.

Clarence: Well, that's different. Anyway I can't help the fact that my neighbors are so prejudiced - they can't either. It's the way they were brought up.

Joe: Clarence, though I'd hate to do it, if you deny housing to this couple, I may report you to the Equal Opportunities Commission.

Clarence: Don't get me wrong, Joe. It's not because color of skin. The main reason is because of the size of the family. They said that they had three kids, and did you notice that Mrs. Burson was pregnant with the fourth? I don't think that we could stand the noise. Mrs. Summerton and I are getting on in years, you know. Well, thanks for the coffee, I've got to go.

(18:1+2)

Discussion 2: A revision of Discussion 1 using directed discussion procedures.

Clarence: I have nothing against Negroes, Joe but it wouldn't be good for the welfare of the neighborhood. The folks wouldn't stand for it.

Joe: "Welfare of the neighborhood"? What do you mean? Can you give any evidence of harm that is likely to occur just because you rent to the Bursons?

Clarence: Well, perhaps I should concede that renting to the Bursons would not cause considerable harm to them or to the neighborhood. However, I still maintain the right to select my own tenants as part of my legal and moral property rights. Do you think, for example, that a landlord should be compelled to invite Negroes to his private social affairs simply to give them equal opportunity?

Joe: No. Although I believe in equality, I also believe in certain rights of property and privacy. I just think that equal opportunity to housing is a more important value than the property owner's right to exclude tenants on the basis of race. I agree with you, however, that your right to privacy and property is more important than giving everyone an equal opportunity to attend your parties.

Clarence: I think in general Negroes do have equal opportunity, even if I refuse to rent to the Bursons. They can find housing elsewhere, they do get an education, they have the right to vote, can get jobs, and even welfare checks. Many are prosperous and in positions of leadership. Your analogy to the American Revolution is wrong, because the patriots were clearly denied self-government and equality, but Negroes have these rights and have achieved them peacefully.

Joe: We still haven't defined what we mean by equal opportunity or self-government. We need to arrive at some definitions and also examine more evidence such as commission reports. I think, in a sense, the Negro's plight today is even worse than that of the patriots years ago.

Because we can't seem to reach agreement on these issues of equal opportunity and self-government, could we just assume or stipulate for a moment that the Negro is denied these rights and then ask what should be our duties or obligations to correct the situation? Is it true that you believe you may help if you wish, but should not be expected to make any personal sacrifice?

Clarence: Yes, Joe. Life is pretty much a struggle where each person has to watch out for himself. It's a competitive situation where if I start giving to others, I could be left behind. Of course, if someone did a good turn for me, I would have a moral obligation to return the favor. Yet the Bursons haven't helped me, so I shouldn't have to make any sacrifice.

Well, we seem to agree that people should not have to suffer for events beyond their control, but this doesn't solve the problem. The Negro can't help being Black, but neither can the folks in this neighborhood help being prejudiced. They were taught that way.

Joe: But the major issue is whether you should take a chance with your personal happiness to help the Bursons. We agreed earlier that this would not cause considerable trouble in your neighborhood, so how could you refuse them?

Clarence: Yes, but we also agreed through the analogy of private parties, that in some situations private property rights are more important than equal opportunity. Then we got involved in the factual and definitional problems of how much equality and self-government Negroes actually have today, compared with the patriots. We had trouble agreeing on that, so we assumed that Negroes were disadvantaged and went on to discuss moral obligations to make a sacrifice to help others. Because the Bursons didn't choose their skin color, I agree that I shouldn't deny them housing on that basis. But they do have control over their family's size. At our age it would be terribly disturbing to live beneath four young children in a five-room apartment; the house is just not adequate for both families. To deny them housing on this basis would be a more legitimate use of my property rights. I wouldn't be denying them equality or self-government that I agree they have a right to.

(T26:7-8)

VALUING SKILLS

UNIT: POLITICS IN FOUR DIMENSIONS
LESSON: VOCABULARY

The following are a few of the terms that the pupil should be familiar with, after having worked with the valuing section:

value
right - wrong
good - bad
valuing
value judgement
factual claim
definitional issue
moral-value issue
labeling
principle
loaded word
prediction
consequence
analogy
value claim
generalized goods
hierarchy
social value
personal preference
general social value
public issue
American Creed
impartial
frame-of-reference
dilemma
alternative
viewpoint
sensitivity
continuity
systematic
persuasion
clarify
disciplined discussion

POLITICS IN FOUR DIMENSIONS: PRE-TEST FOR VALUING SKILLS SECTION

Directions: You will be given a list of items, either titles or actions, that may or may not have something to do with the way you think about politics and your political behavior. You also have a reaction scale to measure your attitudes about these items. Place a check mark in one of the five spaces in each of the scales in order to show how you feel about the items.

The titles of each category will be abbreviated as follows:
Very good feeling (VGF) Very bad feeling (VBF)
Good feeling (GF) Bad feeling (BF)
Little or no feeling (LNF)

	VGF	GF	LNF	BF	VBF
1. American Flag					
2. City Hall					
3. Court House					
4. Police Station					
5. City Council					

(continue the spacing as done above to the end of the test...)

6. Mayor
7. Superintendent of Schools
8. Custodians
9. Salvation Army
10. Welfare Office
11. Policeman
12. Fireman
13. Principal
14. Teachers
15. Cafeteria Workers
16. Y.M.C.A.
17. C.Y.C.
18. Boys' Club
19. Girls' Club
20. Jewish Community Center
21. Christian Center
22. Boy Scouts
23. Girl Scouts
24. Camp Fire Girls
25. Clergy
26. Berkshire Life
27. Italian Importing
28. Samels Market
29. Oboyski's Market
30. Pittsfield Co-op
31. China Clipper
32. Hu Ke Lau
33. Log Cabin
34. Knights of Columbus
35. Masons
36. DeMolay
37. Rainbow Girls
38. Afro-American Society
39. Ethnic Fairs
40. Berkshire Eagle
41. New York Times
42. N.Y. Daily News
43. Christian Science Monitor
44. School Committee
45. League of Women Voters
46. American Legion
47. Elks

VALUING SKILLS

48. Jaycees
49. Daughters of the American Revolution
50. John Birch Society
51. Low Income Housing
52. Senior Citizen Housing
53. Churchill Street Condominium
54. General Electric
55. Library
56. Museum
57. Elise Farrar
58. Nearly New Shop
59. Besse-Clark
60. Goodwill
61. Pitt Playground
62. Deming Playground
63. Crosby Junior High
64. South Junior High
65. North Junior High
66. Russian Orthodox Religion
67. Roman Catholic Religion
68. Jehovah's Witness
69. Methodist
70. Second Congregational
71. Action for Opportunity
72. Concerned People for Quality Education
73. Urban Coalition
74. S.T.O.P.
75. W.B.E.C.
76. W.B.R.K.
77. W.P.T.R.
78. W.T.R.Y.

VALUING SKILLS

UNIT:
LESSON: POSSIBLE MEANS OF EVALUATION

This type item might be used as a pre-test to determine which pupils have "what may be termed a closed mind". The teacher could find those students who subscribe to completely unqualified generalizations regarding social relationships. There might be considerable difficulty in determing which of the three middle terms, Most, Many, Some, would be applicable in any given case, but there would be agreement that none of the extremes, All or No would be acceptable for the items given. Each teacher may write his own statements for pre-testing.

EXERCISE ON OPEN-MINDEDNESS (T22:45-46)

Directions: Underscore one of the first five words in each of the following statements which you think makes it the truest statement.

Example: All, Most, Some, No taxes are always much too high
All, Most, Some, No dogs are larger than cats

1. All, Most, Many, Some, No Americans are better people than those of other countries.
2. All, Most, Many, Some, No Americans are more highly civilized than people who have lived in past ages.
3. All, Most, Many, Some, No honest and kind officials have carried out the duties of their office successfully.
4. All, Most, Many, Some, No poor people are better off today than they have been in past times.
5. All, Most, Many, Some, No problems that society has to face today, are the same as those of earlier times.
6. All, Most, Many, Some, No democratic governments are better than any other kind.
7. All, Most, Many, Some, No local political leaders are responsive to the desires of the people
8. All, Most, Many, Some, No reasons might be sufficient for us to change the form of government of the United States.
9. All, Most, Many, Some, No things that we learn we learn only in school.
10. All, Most, Many, Some, No people who live in slum areas are naturally careless and untidy.
11. All, Most, Many, Some, No wars in which the United States has taken part have been to promote selfish interests.
12. All, Most, Many, Some, No people who want to change the government of the United States are Communists.
13. All, Most, Many, Some, No lawyers try to get around the law so they can make more money.
14. All, Most, Many, Some, No people in government say they believe one thing, but act according to other beliefs.
15. All, Most, Many, Some, No newspapers print only those things that will sell copies.
16. All, Most, Many, Some, No polls of public opinion are unreliable in predicting outcomes of elections

VALUING SKILLS

UNIT: POLITICS IN FOUR DIMENSIONS

EVALUATION: Recognizing Biased Statements (T22:68-69)

This type of test might be adapted for the valuing section. It would illustrate to the pupil how he is or may be confronted with statements that are exaggerated or twisted or biased because of the emotional attitude of the person who makes them. Sometimes emotionally toned statements are easy to detect and sometimes they are so subtle that it is hard to identify them as such.

The teacher may wish to gather statements from the paper, some of which reveal strong emotional bias on the part of the writer, and others which indicate that the writer was attempting to be reasonably fair and objective in making his observation. (T22:68-69)

Directions: The following statements have been clipped from the section of the newspaper entitled "Letters to the Editor". Go through the list and if in your judgement the statement is based on emotion or prejudice indicate the same by placing the letter "E" opposite the number of the statement. On the other hand, if the statement seems to you to be based on fact and it appears that its author was not emotionally biased, indicate the same by placing the letter "T" opposite the number of the statement.

(E) 1. Aliens are dangerous because they bring over radical ideas from Europe.

(T) 2. America has always prided itself as being a land of opportunity and a haven for refugees.

(E) 3. Aliens are generally inferior to Americans. They drag our standard down and thus should be kept out.

SKILLS

CRITICAL THINKING

INTRODUCTION

It is hoped that by the end of this unit the student will have developed a questioning attitude that will hopefully lead him to an inquiry situation. It is not expected that the student will emerge with the probing mind of a Socrates, but rather that he will develop the skill of critically analyzing data that is presented to him. In this day of mass communication, on an instantaneous basis, the general public is particularly vulnerable to propaganda in every facet of life. It is therefore important that the present generation be made aware of the bombardment of propaganda and be taught to cope with it.

The techniques of propaganda will be stressed. The students should leave this phase of the course with a clear understanding of the political spectrum and the way it influences peoples point of view. Newspapers will be analyzed in this light, and it will become clear that various viewpoints are being presented to the American public, and it is up to the individual to form his own point of view based on the various data at his disposal.

Hopefully, a clear-thinking citizen will emerge who will be better able to function in our complex society. He will be able to make hypothesis which will have been carefully thought out and based on concrete data, rather than snap judgements which have not been thought out, and are simply based on hearsay, or the emotionalism of the moment.

Finally, it is hoped that the "slave of the textbook" and the almost machine-like responses of the students engulfed in traditional thinking will be superseded by a Renaissance attitude toward education and society in general.

CRITICAL THINKING

GENERAL OBJECTIVES

1. To identify central issues.
2. To recognize underlying assumptions.
3. To evaluate evidence or authority.
4. To recognize stereotypes and cliches.
5. To recognize bias and emotional factors in a presentation.
6. To distinguish between verifiable and unverifiable data.
7. To distinguish between relevant and non-relevant material.
8. To distinguish between the essential and the incidental.
9. To recognize the adequacy of data.
10. To determine whether facts support a generalization.
11. To check consistency.
12. To draw warranted conclusions.
13. To develop a critical attitude toward generalizations about human behavior.
14. To realize the difficulty of establishing the truth of a proposition, and to concurrently recognize the possibility of developing generalizations that will give them increased understanding.
15. To apply what is known (facts and generalization) in order to explain new phenomena, to predict, to make hypotheses, to build theories and verify predictions.
16. To analyze cartoons.

PERFORMANCE OBJECTIVES

1. Given a list of issues from the newspaper, the students will be able to pick out the most important issues.
2. Given a reading, the students will be able to distinguish between the factual material and the underlying assumptions.
3. Given various sources on a particular issue, the student will be able orally, or through an essay, to evaluate each source and pick out those which he feels contain the greatest authority.
4. Given a list of various persons and places, and possibly a group of pictures, the students will be able to recognize the stereotypes presented.
5. Upon being presented with an article, or after listening to a speech, the pupil will be able to pick out and list the biased and emotional statements in the material presented.
6. Given a test the student will be able to distinguish between verifiable and unverifiable data.
7. After being presented with a speech by an influential person, the pupil will be able to relate the relevant material and cross out the non-relevant material.
8. Given a multiple choice test, the student will be able to pick out those facts which best support the generalizations that are made.
9. Given a speech or a number of speeches by one person, the student will be able to check the consistency of the person and begin to ask questions as to the reasons for inconsistency.
10. By the end of the section on critical thinking, the pupil will be able to look at any issue and be able to take a stand on the issue, and either orally or in writing, back up the stand with factual evidence.

CRITICAL THINKING

11. The student will write a paper on a controversial issue and through this and the subsequent discussion of the paper, the student will realize the difficulty in establishing the truth of a proposition, and yet realize that generalizations and opinions can be formed to greater substantiate a proposition.
12. Given a set of cartoons and questions, the student will be able to analyze the cartoons.

MASS MEDIA AND PROPAGANDA ANALYSIS

The following are guidelines that the students follow while reading and analyzing the newspaper.

1. Do the headlines accurately describe the news account?
2. Is the news account slanted?
3. Is important news treated accurately?
4. What are the important news items?
5. Are controversial events reported impartially?
6. Does the newspaper distinguish between fact and opinion?
7. Are the editorials and commentaries effective?
8. How do you judge the effectiveness of an editorial?
9. Is it a free press? (T23:119-120)

In analyzing the quality of the local newspaper, the student should keep in mind the following:

1. Its publishers and owners
2. Its history
3. Its expressed policies
4. Its staff
5. Its plant
6. Its circulation
7. Its income
8. Editor and reader
9. Its competition, if any
10. Its advertisers

Some of the factors which influence the nature and accuracy of the news are:

1. The reader
2. Ownership of the paper
3. Political affiliation
4. The reporter of the news
5. The editor of the copy
6. The make-up editor
7. Space restrictions
8. Advertising (T6:53)

Among the questions to be asked when judging editorials should be the following:

1. Are the editorials interesting to read?
2. Do the editorials give evidence of competence?
3. Do editorials help the readers solve big American problems?

MASS MEDIA AND PROPAGANDA ANALYSIS

4. Does the editorial help us interpret the news?
5. How is the editorial policy of a newspaper determined?
6. Who writes the editorials?
7. What is the value of the editorials?

The student should realize that news items are seen through the value system of the correspondent and may end up sounding completely different from another correspondent. What is truth for one may be propaganda for another. News items, by our correspondents, are seen from our cultural setting, and may be viewed differently by those of the culture or sub-culture being reported.

A good example of a story and how it is viewed by different reporters is as follows.

"Will the real M. Debre stand up?"

Paris, Jan. 6 - French Finance Minister Michel Debre called America's proposed curbs on the dollar drain "discriminatory" Saturday and said that some of the useless and unfair restrictions in the program should be revised. In a meeting with Undersecretary of State Nicholas Katzenbach, Debre took a tough, uncompromising line.

The Washington Post, 1968

Paris, Jan. 6 - The French government warmly endorsed, Saturday, the policy announced by President Johnson last Monday for combating the outflow of dollars from the United States.....The French reaction emerged from a long talk between Finance Minister Michel Debre and U.S.Undersecretary of State Nicholas Katzenbach.

The New York Times News Service, 1968

(T23:30)

The following will show how news may be interpreted in a different culture.
"A story is told about the way a Greek communist newspaper reported some remarks of Paul Porter, made at a banquet in Macedonia while on an economic mission. He said, "It is indeed a pleasure to be here tonight with you good citizens of Greece. You Greeks and we Americans have much in common. We like to eat. We like to drink. And we like to sit around and talk." The newspaper said, "Ambassador Porter said that we are just like Americans, gluttons, drunkards, and gossips."

The student should realize that there are various steps in transmitting events from the source to the reader. The following diagram gives a good indication of the steps.

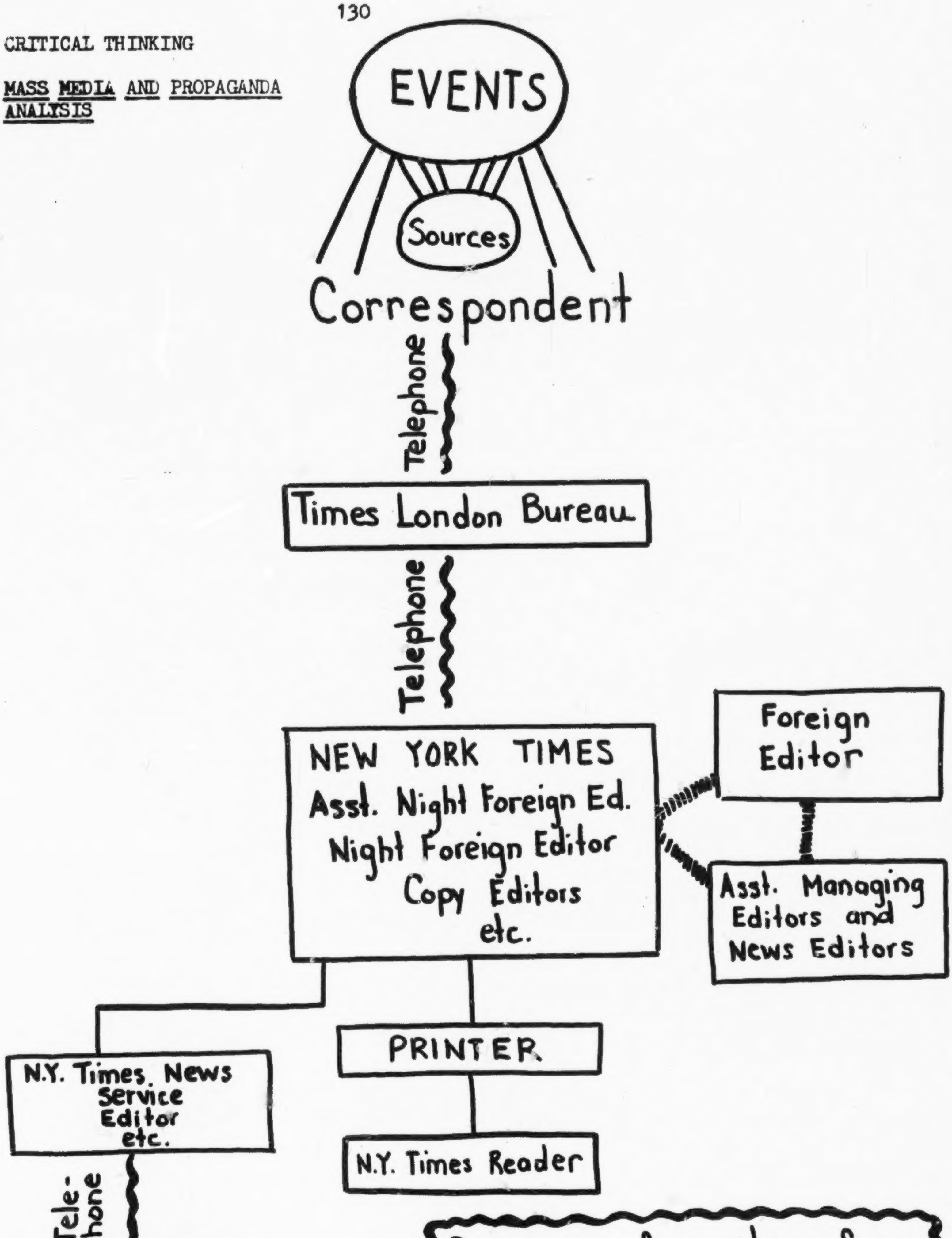


Diagram of a story from Europe to the Readers of The New York Times.

MASS MEDIA AND PROPAGANDA ANALYSIS

There were two pictures that accompanied the article. One of the pictures bore the caption, "Marcher with Beatle hairdo carries tot on shoulders". The other caption read, "Old Glory flies alongside of two Viet Cong guerrila flags during march near the Washington Monument yesterday."(T23:70)

Does the context of the article lend itself to the impression set up by the headline? In what way?
Why is there a discrepancy between the two estimates of the size of the crowd?
Would the addition of information about the groups that demonstrated and information about SANE have balanced out the article by the News?
Should both sides of the story have been reported?
What effect did the pictures have on the article?
Should other pictures have been included?
What impression or mood is created by the headline, article, and pictures?

CHICAGO TRIBUNE

The Chicago Tribune, which favors the Viet Nam war, featured the peace march on the front page and the item was considered important enough to deserve extensive treatment with a column and two pictures on page one, as well as another and two more columns on page two - in all, some 650 words. Despite the publicity it gave, the Tribune implied that the demonstration was neither large nor significant. The headline on the front page read:

WHITE HOUSE PICKETED BY 12,000 IN PROTEST OF VIET NAM POLICY (T23:71)

How does this headline compare with headline in the News?
What connotations does the word picketed, bring to mind?
Why does Tribune report only 12,000 people when official reports place the number of protestors at between 25,000 and 40,000?
How does the placing of the articles differ between the two papers? Why?
If the Tribune found it necessary to devote so much space to the protest why was it reported as neither large nor significant?

There were two pictures on the front page of the Tribune, both emphasizing the radical or militant aspects of the protest. The large photo at the top of the page depicted Walter Teague (head of the U.S. Committee to aid the National Liberation Front) holding a Viet Cong flag while being interviewed by reporters. The smaller picture showed a shouting protestor with a beard and long hair. Interestingly enough, the article ran counter to the pictures. For example, it was stated that Viet Cong flags were carried "in defiance of requests by sponsors of the march that they not be carried". As far as beards were concerned, the article said that many of the marchers were "affecting the long hair and beards that have become symbols of anti-Administration demonstrations", but went on to say that "many were conventionally dressed and barbered older people".

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CRITICAL THINKING

MASS MEDIA AND PROPAGANDA ANALYSIS

The report by the Tribune was primarily based on eyewitness reports. About a third of the article dealt with incidents and scuffles, and a picture on page two showed ".....a man dressed like a storm trooper and wearing a swatisk (sic) armband carrying a sign saying 'Free Gasoline and Matches for Peace Creeps'." Other parts of the article dealt with the meeting between the government representative and the delegation of peace marchers. There was also included a brief speech made by Dr. Benjamin Spock. "In general, however, there was little attempt to state the aims of the march or to describe the demands made by the Administration." (T23:71-72)

> Why was there a discrepancy between the pictures and the article?
> How do the actual contents of the story compare with that presented in the News?
> What was the significance of the storm trooper carrying the sign?
> Both papers are pro Viet Nam. Do they both achieve their aims?
> What are their aims?
> Can these articles mold the reader to be sympathetic to the papers point of view?

NEW YORK TIMES

The New York Times, which has generally opposed the war in Viet Nam, gave the march on Washington detailed and extensive coverage and emphasized the moderate temper and middle-class appearance of the peace demonstrators. This impression of respectability was conveyed in the text of the story and also by the photograph that accompanied the article on the front page. The photographs also emphasized the mood of respectability created in the text of the paper. The picture showed picketers in front of the White House carrying signs officially authorized by SANE which said such things as "War Erodes the Great Society" or "Stop the Bombings".

Continuing the theme introduced by the picture, the story stressed the sobriety and good humor of the crowd. The signs carried by the majority of the marchers were 'cautiously phrased' and 'studiously composed'; and while there were small clusters of fired-up youths in the crowd, some of whom carried flags of the Viet Cong, "most of the participants", according to the article, "would not have been out of place at the Army-Navy game. There were more babies than beatniks, more family groups than folk-song quartets." The story did mention the incidents that took place between demonstrators and counterdemonstrators, but said that "these disturbances were hardly noticed" and that the march was unusually sober and restrained". The writer said that "on the whole it was not an angry crowd of demonstrators". The only Viet Cong flag in the paper was furled, and the picture was placed on an inside page.

MASS MEDIA AND PROPAGANDA ANALYSIS

The peace demonstration was highly rated by the Times and given prominent and lengthy coverage. The degree of importance can be seen in various ways. In the first place, a well known staff writer (Max Frankel) was assigned to cover the story, and the article ran approximately 1,500 words. There was information about the stated aims of the march, the names of its principal sponsors, and their views toward the Viet Nam war. In additon to the main story there were several articles that dealt with special aspects of the demonstration on page 86, along with the continuation of the front page story. Two of the typical headlines read, DIVERSE GROUPS JOIN PROTEST and TYPICAL MARCHER:MIDDLE CLASS ADULT. There were two stories that dealt with human-interest effects of the demonstration and a chronology of the U.S. involvement in Viet Nam was also included to chart the course of the war.

The broader significance of the demonstration was dealt with in a special article tied to the Frankel story on page one under what is sometimes known as a catchhead, that is a two-column headline that spans a pair of related stories. In this case, the general headline, THOUSANDS WALK IN CAPITAL TO PROTEST WAR IN VIET NAM, served as a heading both for the article on the demonstration (within the subhead, 'Demonstrators Decorous-Three White House Aides Meet With Leaders') and for an article that described Communist Chinese and Viet Cong attitudes toward the American peace movement ('Asian Communists Sure Public Opinion in U.S. Will Force War's End') (T23:73-74)

> Does the overall coverage in the Times differ from that in the other two papers?
> What kind of effect do the headlines in the Times have upon the reader?
> In which paper is the coverage most complete?
> Does completeness of coverage necessarily mean objective reporting?
> Is any one of the three articles objectively written?
> Can an article be objective?
> Should it be objective?
> How do the pictures in the Times compare with those in the other two papers?
> What can be concluded from this examination of how three major dailies covered the demonstration in Washington, D.C., on November 27, 1965?

The following techniques may be used in looking at newspapers and analyzing them.

1. One exercise is to have the student write an objective news story about a controversial issue, speech, or person. Whan the individual stories are compared, the results may help illustrate the various and inadvertant mechanisms that lead different individuals to formulate different pictures of the same event.
2. Another exercise is to have the students listen to a speech presenting the pros and cons of some controversial issue. Several days later the students are asked to write down what they remember. Students may be surprised to learn how they filter out those arguments in opposition to their own views. They should also be able to see that it's

extremely difficult to write an objective article, and that your value system dictates what point of view you will take.

3. A reinforcing lesson may be to show the students a selection of newspaper headlines, and ask the students to write down what they remember. In many cases, students change the headlines to bring them into closer accord with existing attitudes or knowledge.
4. Begin the game of rumor by starting with a newspaper story. The teacher whispers sentences or lead stories to the first pupil It is good to use a story which is controversial and contains information which is in conflict with some of the students' attitudes. The last student gives back the information as it has finally arrived to him. Put the story on the board or hand it out on mimeo sheets. Have the article written down as it has finally developed by the last student. Compare the two, discussing reasons for discrepancies that may arise.

The threekinds of processing that Alport and Postman found can provide a useful basis for the discussion: sharpening-the emphasizing of particular details at the expense of others; leveling-the elimination of extraneous or inconsistent details; assimilation-the reshaping of the message in accord with expectations and stereotypes or according to the individuals own needs and knowledge. (T23:85)

One relies heavily upon the mass media for his news on the outside world beyond his own private world. The following questions should be kept in mind when reading or listening to news:

1. Questions to ask about the observations upon which statements to be used as evidence have been based:
   a. Has the observer the relevant expertise, based on education or experience, to make the required observations?
   b. What biases does the observer have that might have affected his observations?
   c. Was the observer's emotional state such that it might have interfered with or influenced his observations?
   d. Does the observer have a history of accurate observations?
   e. Do the observations agree with those of other indenendent observers?
2. Questions to be asked of the report:
   a. What are the time and space relationships between the reporter, the event, and the statement of the event?
      1. Was the reporter an eyewitness, or is he reporting on the basis of someone else's observations?
      2. If the reporter was not an eyewitness, does he tell who his source is?
      3. If the reporter is not an eyewitness, is his source (or sources) reliable?
      4. If the reporter was not an eyewitness, did he get his information directly from an eyewitness?

5. How soon after his observation of the event or after being told about the event did the reporter make his statement about it?

b. What biases does the reporter have-judging from his background, from his group affiliations, from his choices of words, from the publication in which the report is made-that might affect his reporting?
c. Have the means of presenting data (charts and graphs, statistics used) affected the picture given?
d. Does the report agree with other independent reports? (T28:39)

ASSUMPTIONS

Some statements we make are clearly facts. You glance out the window in the morning and see the sun is shining. You make the statement "the sun is shining." We say that this statement is true because we have knowledge or data to support it. On the other hand, you might go on to say, "Good, that means we can play baseball today." Do you know that the sun will be shining later? Might something prevent your playing? Your second statement contains an assumption. This is a type of statement that is not fully supported by data or evidence. We make many assumptions in our daily lives. Assumptions are not mistakes. It is important, however, that we learn to recognize the difference between what is fact and what is assumed. (29:12)

An argument is always based upon certain assumptions. These assumptions may be generally accepted; they may be subject to grave doubt, or they may be absolutely untenable. The validity of many arguments depends upon the validity of the assumptions upon which they are based. An individual whose analysis does not go beyond the argument and into the assumptions will seldom arrive at a truly satisfactory insight into the issue. (2:79)

SKILLS: CRITICAL THINKING

Critical Thinking Vocabulary

Propoganda
Analysis
Observation
Assumptions
Discrepant
Evaluation
Interpretation
Data
Coding
Classifying
Comparing
Problem Solving
Criticizing
Contrasting
Discussion
Differentiate
Evidence
Hypothesis
Mass media
Perception
Stereotypes
Generalization
Opinion
Proposition
Phenomena
Prediction
Theory
Value judgments

Interpreting: In activities calling for interpretation you are asked to examine a body of information, or data, and to think carefully about what is stated. Your examination of the data will lead you to make statements about what the information contains.

Some statements are so clearly supported by the data that you believe them to be true. Some statements are so clearly contradicted by the data that you do not believe them to be true. Some statements are neither supported nor contradicted in the data. To say that these are true or false would be drawing a conclusion which is not supported by the data. (S11:22-23)

Comparing: When you compare two or more items, you look to see how the items are alike and how they are different. You compare the way they look, what they are made of, and what they are used for. You list the differences and similarities. (S11:34)

Classifying: In this operation you are asked to put things into related groups. Three things are important in classifying:

1. There are many types of groupings which are possible.
2. Your groups must be related.
3. Your groupings must serve a purpose. (S11:10)

DISTINGUISING BETWEEN FACT AND OPINION

A worthwhile distinction which teachers should endeavor to make clear is the difference between facts and opinions or between facts and an author's interpretation of the facts. It is beyond debate that Franklin D. Roosevelt was President of the United States during World War II, but one could argue indefinitely whether or not Roosevelt was our greatest war president. The distinction between fact and opinion is always worth making because pupils will thus learn to base their conclusions or interpretations on facts. After discovering the facts relating to a series of events, pupils should be encouraged to interpret them and to form opinions about them. The following sentences illustrate the distinction between fact and opinion.

1. The atomic bomb was used near the end of World War II.
2. The cause of the friction between nations after World War II was the atomic bomb.

These two statements seem to be factual but the second is an interpretation rather than a fact. The distinction between fact and opinion should be made whenever an opportunity presents itself because those who cannot develop that ability readily become victimized by propaganda. There is another reason for making the distinction. The student will see why the social sciences are more than a collection of dry-as-dust facts. He will understand why it is necessary for him to organize facts for purposes of new interpretations. He will thus be encouraged to regroup facts to form new relationships and to yield new interpretations. The teacher who stimulates his pupils constantly to make distinctions between facts and opinions thus performs a worthwhile function in developing critical ability.

Directions: In the list below, some of the sentences are statements of fact, and others are statements of opinion. Indicate to which class you think each belongs by placing the proper letter in the space provided for it. Do not try to find out if each statement is true or false, but only whether it should be classified as a statement of fact or opinion. (T22:35)

F - fact
O - opinion

1. The Colonial Hilton is situated in downtown Pittsfield.
2. The mayor of Pittsfield is a good and honest man.
3. There are communists in Pittsfield.
4. Teachers' strikes are not justified because the public often suffers.
5. The good citizen has a set of values consistent with a democratic creed.
6. The negroes in Pittsfield are better off today than they were five years ago.
7. The border between Richmond and Pittsfield is not fortified.
8. Pittsfield would be better off with mixed income housing.
9. Pittsfield is run by the Weak Mayor plan of government.
10. etc.
11.

EXERCISE ON CONSISTENCY

One of the skills which is a desirable outcome of learning in any field is the ability to figure out the pattern of relationships among a group of statements. This calls for a relatively high degree of skill in analyzing the statements and combining them into a new pattern on the basis of their relationship to each other and to the main issue. The need to use this process of "sifting" is one which is met constantly in all sorts of situations of daily living. It is one which our young people must develop to a high level if they are to be able to participate actively as citizens in the discussion and solution of the many problems of American and international affairs.

The items in this section are composed of a variety of statements, some of which are in direct conflict with one another. In order to make the responses correctly, the pupil must have the ability to pick out the conflicting and inconsistent statements. It will help pupils to develop the ability to think more clearly about social relationships to have practice in assigning statements to the proper categories in exercises such as this.

Exercise

Congressman Rosnec has been campaigning throughout the state in the effort to get votes from all possible groups of people. He has advocated high prices for farm produce to the farmers. He has told various patriotic groups that he favors 100 percent Americanism and is opposed to un-American activities. He has told the laborers that he is in favor of high wages and low prices on the necessities of life. He has promised the businessmen that he will reduce taxes and has championed the increasing of the national forces and the continuation of the national public works program.

Directions: Which of the following questions would Congressman Rosnec have difficulty in answering directly and to the point? Mark all such items with an X. Mark those which he would not have difficulty in answering directly with an O. All questions should be marked with one of these two symbols.

(O) 1. Would you permit communists to have police protection at their meetings?
(X) 2. Do you favor a high tariff on all imports?
(X) 3. Do you believe that labor unions have the right to call a strike?
(O) 4. Would you favor loyalty tests for public office holders?
(X) 5. How would you secure low prices on the necessities of life?
(O) 6. Do you believe that the United States should share the secret of the atomic bomb with other countries?
(X) 7. Do you favor any new form of taxation?
(O) 8. Should we take further steps to protect the Panama Canal?
(X) 9. Do you favor repeal of the tax on oleomargarine?
(X) 10. Do you believe in continuing support for the economic aid to Europe?
(O) 11. Should the federal government have the right to censor radio and television speeches?
(X) 12. Do you favor strong government control over industry and business?

(T22:64-65)

DRAWING INFERENCES

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. This process is closely akin to general reasoning processes followed in the study of logic, but of course has special applications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements below go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practices with exercices of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unwarranted as inferences from data provided.

Inference: A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction.

Directions: Assuming that the information below is true, it is possible to establish other facts using the ones in this paragraph as a basis for reasoning. This is called drawing inferences. There is, of course, a limit to the number of kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is true if it may be properly inferred from the information given in the paragraph. Indicate that it is untrue if the information given in the paragraph implies that it is false. Indicate that no inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:
T - if the statement may be inferred as true
F - if the statement may be inferred as untrue
N - if no inference can be drawn about it from the paragraph

Paragraph A

By the close of the thirteenth century there were several famous universities established in Europe, though of course they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna, where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in philosophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpelier or Salerno.

Questions on Paragraph A

(N) 1. The professors were poorly paid.

(F) 2. In the Middle Ages people were not interested in getting an education.

(T) 3. There were books in Europe at the time.

(N) 4. Most of the teaching in these medieval universities was very poor.

(N) 5. There was no place where students could go to study.

(F) 6. There were no doctors in Europe at this time.

(F) 7. There was no way to travel during the Middle Ages.

(T) 8. If a student wanted to be a priest, he would probably attend the University of Paris.

(N) 9. There were no universities in Europe before the thirteenth century.

(N) 10. There was only on language in Europe at this time. (T22:66)

Paragraph B

The list of necessities for the poor free laborer in ancient Rome was very small. He needed about fifteen bushels of wheat every year. About the only meat he had to eat was that which the priests gave away after a sacrifice on holidays. He needed about a penny's worth of oil and another penny's worth of wine each day; his small daily portion of vegetables cost this much again. A pound of cheese cost relatively more, but would suffice for several days. These foods constituted the articles of his usual menu. The wool for the two tunics he needed each year cost about $1. Half this much would pay for a pair of sandals which he seldom wore. The state supplied amusements on holidays free of charge and also supported the free public baths, where friends could gather. If he was out of work the state would also supply him with grain. Therefore, it was possible for the poor freeman to live and also have a wife if his wife would spin and weave. (Abridged from T. Frank, History of Rome, 1923, p. 389-90)

Questions on Paragraph B

1. Even the laboring class had some recreation.
2. The state was not concerned with the condition of the poor people.
3. The living conditions of the Roman laborers were very poor.
4. Food and clothing were quite cheap in Rome in comparison with modern times.
5. The laborers did some of their work at home, since the Romans had no factories.
6. Most laborers were so poor that they could not get married.
7. Some of the rich Romans were cruel to their slaves.
8. The state was opposed to the organization of workers into collegians or guilds.
9. There was a relief problem even in the days of ancient Rome.
10. The Romans ate mostly cheese and vegetables, since they do not like meat.
11. A laborer's wife often made his clothing for him.
12. Some priests were interested in the welfare of the poor.
13. The Romans did not have a well-organized government.
14. The living conditions of the slaves were better than those of the free laborers. (T22:66-67)

(For a further test on drawing inferences refer T22:67)

RECOGNIZING STATEMENTS WHICH SUPPORT GENERALIZATIONS

The social sciences contain records of events which never repeat themselves. Since no two or three events are the same, it follows that their outcomes likewise cannot be identical. There are, however, laws, trends, and developments, and pupils and teachers alike take joy in discovering them. For example:

A. Corrupt electorates usually are served by corrupt officials.
B. Tyranny tends to incite rebellion.

One of the traditional purposes and gratifications is the study of the present and in part to anticipate the future. The following exercises are made up of general statements to which are added specific, concrete, and factual descriptions. The purpose of the exercise is to look at general statements in reverse. Given a body of data, what general statements can be made? Given a general statement and a body of data, what are the data which support the general statement? Exercise A has a number of key words: "main meat packing center". Obviously, Sandburg's poetry has nothing to do with the fact that Chicago is a meat-packing center (4). The fact that Chicago is a railroad center, on the other hand, is of great importance in determining whether Chicago would be a meat packing center.

Directions: After each of the main headings or generalizations lettered A, B, C, and D, there are numbered statements. Consider each generalization and its statement as a unit. Study each unit carefully and if in your judgement any statement below each generalization could be used as a base to support the generalization, indicate the same by placing the letter Y (for yes) opposite the number of the statement. If the statement does not uphold the general statement, indicate the same by placing the letter N (for no) opposite the number of the statement.

A. Chicago is the main meat packing center of the Middle West.

(Y)__ 1. Chicago is a railroad center.
(Y)__ 2. Chicago is connected with New York City, a great port, by way of the Great Lakes and the Erie Canal.
(N)__ 3. The World's Fair of 1933 was held at Chicago.
(N)__ 4. Carl Sandburg has celebrated Chicago in poetry.
(Y)__ 5. Texas cattle are shipped to Chicago through Omaha.
(Y)__ 6. Upton Sinclair, in his novel The Jungle, exposed some of the practices of the Chicago meat-packers.
(N)__ 7. The Democratic Party selected Chicago as the site of its 1940 presidential nominating convention.
(Y)__ 8. Chicago is located near the center of the corn belt.

(For more exercises based on this type of material refer to T22:70-71)

INSIGHT INTO THE RELATIVE SIGNIFICANCE OF QUESTIONS

This section is set up to test a mental ability of a high order. It is difficult to define or describe that skill exactly, but it might be called the ability to grasp the essentials of a situation, or to size up its pertinent aspects. It involves more than understanding alone, and might in part be considered as a critical skill.

The gathering of relevant data for even a single problem might be a laborious process, involving checking and cross-checking in numerous files and references, and several hours of piecing it together and digesting it. When the problem was referred to the other person, he would ask a pertinent question, which the writer answered on the basis of the data he had collected. After about three or four such pointed and incisive questions, the person would have the information necessary to make a decision, and promptly did so.

We have tried to set up items which would test the ability or skill indicated by setting up a series of general statements followed by a list of questions, some of which are significant, and some of which are not. There may well be other ways of checking on the possession of such a skill objectively, although the best means is undoubtedly through informal classroom discussion.

Directions: The following general statements, lettered A, B, C, D, etc., are largely meaningless without qualifications. The questions following each lettered statement include those which, if answered, would make the lettered statement meaningful and those which, if answered, would not make the general statement especially meaningful.

Do not attempt to answer the questions. Merely indicate whether the answer would or would not make the lettered statement meaningful. Consider each group as a separate unit.

Answer symbols: Y - if the answer to the questions would make the lettered statement meaningful.
N - if the answer to the question is not significant for making the lettered statement especially meaningful.

A. The production of wealth always involves human costs.

(Y) 1. In what occupations are human costs high?
(N) 2. Does labor have the right to strike?
(Y) 3. What organizations have played an important part in reducing occupational diseases?
(Y) 4. What have states done to eliminate accident hazzards in industry?
(N) 5. Why is the public the "victim" of industrial warfare?
(Y) 6. In what occupations are human costs relatively low?
(N) 7. What effect does a restrictive immigration policy have on the reduction of human costs?

READING AND INTERPRETING GRAPHS

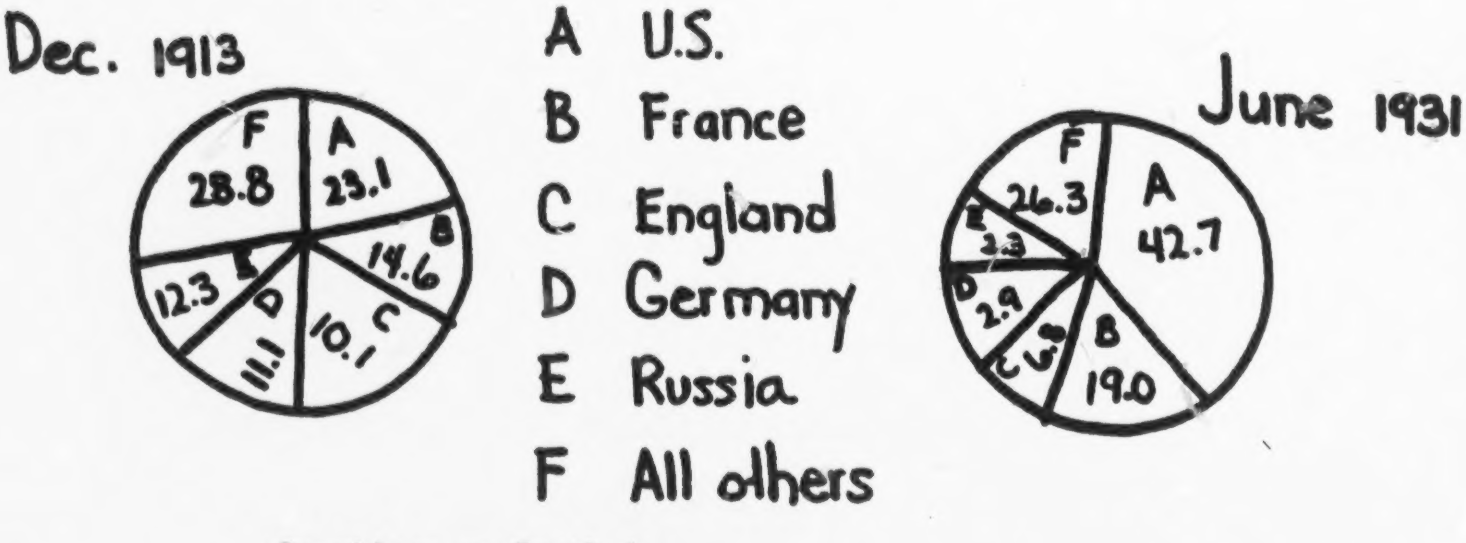
A circle graph presents data in the form of a circle. The circle is divided along radii so that the angle of each section is always proportional to the facts that the circle represents. For the most part the same facts used in circle graphs could be just as well represented by a bar graph. One general rule to be followed in constructing circle graphs is that the divisions of the circle should be arranged clockwise with the 12 o'clock mark as the starting point. This is a flexible rule, however, because sometimes it is advisable for artistic balance and eye appeal to place the largest division at the top. Other helpful considerations in constructing and criticizing circle graphs are that circle graphs should seldom be used when the divisions are so slight that the eye has difficulty in noticing the difference; that shading often makes the circle graphs easier to read; and that labels are usually kept on a horizontal plane except when the small divisions make the suggestion impossible even by using arrows.

Graph A

Directions: The following circle graphs show the distribution of the world's gold supply for December 1913 and June 1931 for the principal countries of the world.

All figures on the chart refer to percentages.

Whenever the answer is a country, use the letter symbol. NOTICE THAT QUESTIONS 5, 7, 9, CALL FOR TWO ANSWERS.



Questions on Graph A

(A) 1. Which country in 1931 possessed about two-fifths of the world's gold supply?

(B) 2. Which European country had the greatest increase between 1913 and 1931?

(E) 3. Which of the countries named above had the smallest percent of gold in 1931?

(B) 4. Which country had the least increase in its gold supply between 1913 and 1931?

CRITICAL THINKING

(A,B) 5. What two countries held about 60 percent of the world's gold supply in 1931?

(1913) 6. In which year was there a more equal distribution of gold among the countries named?

(A,C) 7. What two countries held approximately 50 percent of the world's gold in 1931?

(A) 8. Of the countries named above, which one had the greatest decrease in its gold supply from 1913 to 1931?

(A,B) 9. What two countries increased their gold supply between 1913 and 1931?

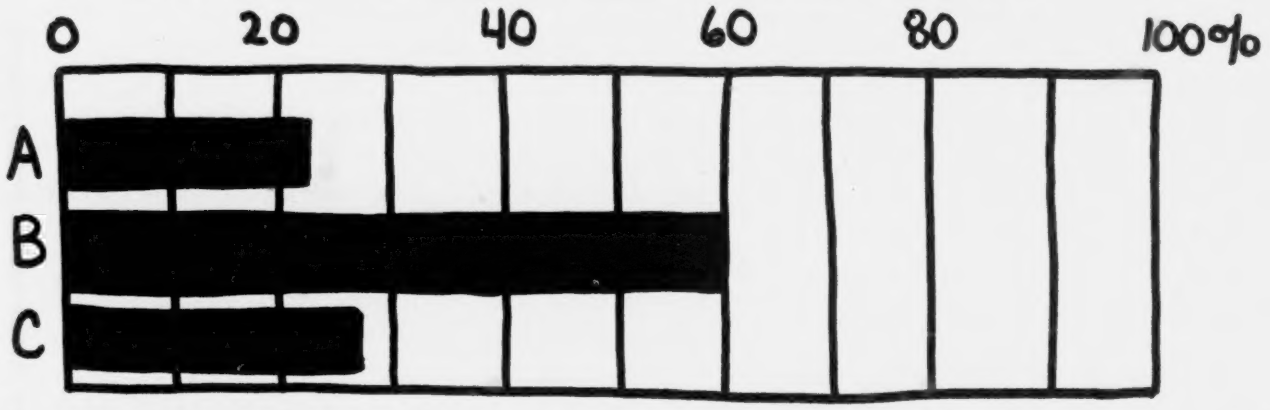
(A) 10. Which country almost doubled its supply of gold between 1913 and 1931? (T22:51)

For some very basic information on graph reading refer to S11:46-51.

READING OF BAR GRAPHS

In graph B the bars represent 100 percent. Another use of the bar graph is to have the length of the bars indicate values. When the bars are vertical, they are often referred to as a pipe organ graph and when the bars are connected, they are referred to as an outline or profile bar graph. When the bars are differentiated by shadings they are called contrasting bar graphs. In graph B the presentation is horizontal to eliminate the possibility of the eye seeing a curve which in some instances of multiple bar charts may be undesirable.

Graph B: COMPOSITION OF FAMILIES ON RELIEF IN 1935



In 1935 a comparison of families on relief showed that 48 percent, or about one half, of all relief families consisted of a man, his wife, and children. A much smaller proportion, namely 22 percent, consisted of a man, wife, and no children, and about the same proportion, 24 percent, consisted of single persons. The proportion of families consisting of one parent and children is not indicated.

Questions on Graph B

Based on the information above write A, B, or C in the space before the number of the questions below indicating the type of family to which each bar of the graph refers.

(B) 1. Man, wife and children.

______2. Man and wife only
______3. Single persons (T22:52)

For further use of graphs refer to T22:53-58.

CONSTRUCTING AND READING LINE GRAPHS

Line graphs, or curve charts as they are sometimes called, are probably the oldest and most widely used of all graphs. They are most successful when used to show successive values at different periods; where several series are to be compared on the same chart; when close reading and exactness are desirable, and when the emphasis is on movement rather than on actual amounts. Line graphs are not always the best form of chart to use when the presentation is for popular appeal; where the emphasis is on change of the amounts plotted rather than on total movement; and where there are few values to be plotted. When eye appeal is desirable, the use of illustrations on the chart gives some indication of the material presented. These may be cut from a newspaper or magazine and pasted on the chart to dress it up.

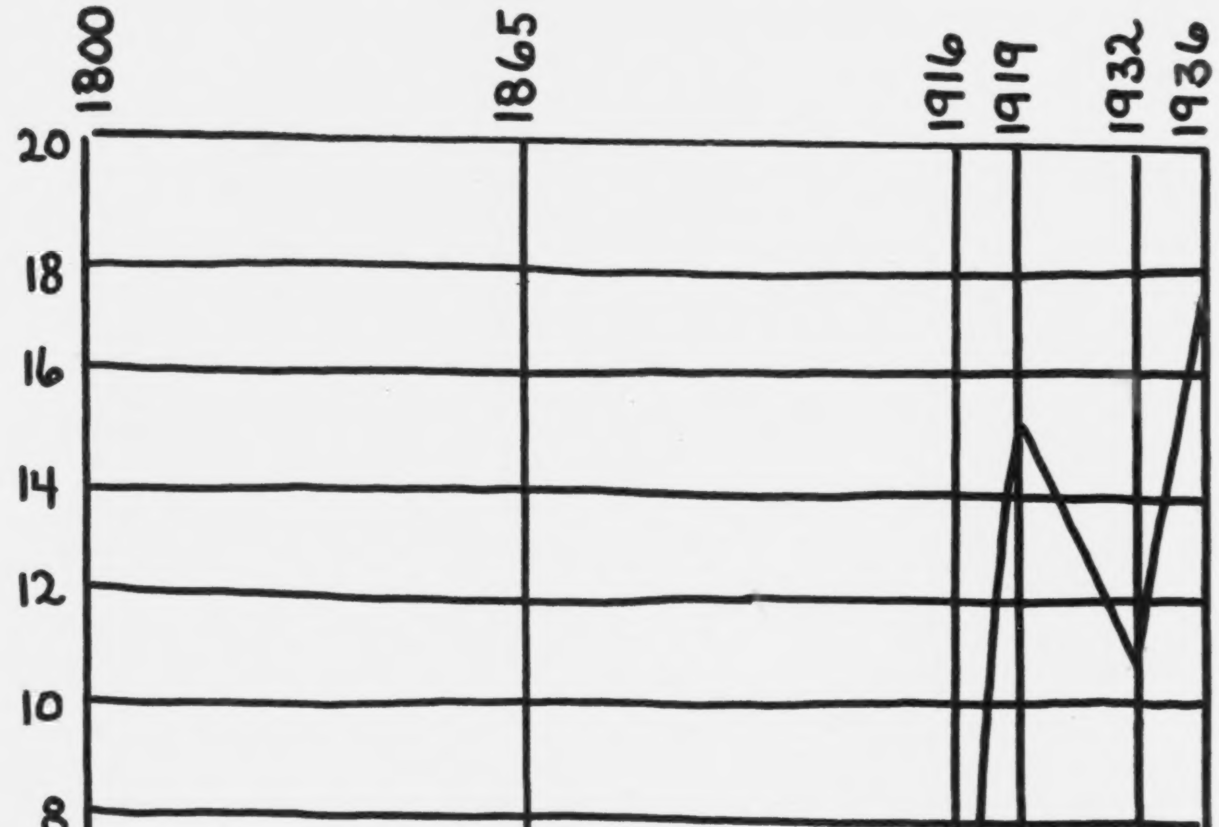
In constructing and criticizing line graphs, a few suggestions should be kept in mind. Many adertisers are notoriously prone to forget standards in chart construction and often misuse facts in their enthusiasm to prove a point. Attention to a few recognized standards will provide average students with the means to develop critical ability when they construct charts and when they see them in print. Time values usually move from left to right on the horizontal scale. Every plotted point has two values: an amount value on the vertical scale and a time value on the horizontal scale. Most authorities agree that the omission of the zero line on a chart gives a false impression of values when the major interest of the chart is in the relative amount of change between points on the same line or curve. There is, however, one exception: when the reader's interest is in the absolute amount of change rather than in the relative amount of change, the zero may be omitted. The omission should be indicated to attract attention. Two ways to show omission are acceptable and both attest the author's good faith: a straight line at the bottom of the scale waved at each end, or a wavy line across the bottom of the scale.

A few other suggestions will prevent pupil and teacher from the pitfalls of chart-making: the amount and time scale should be well-proportioned and neither one should ever be expanded or contracted while the other remains constant. To do so distorts the real meaning of a chart and pictures a movement contrary to the facts. Since the amount scale controls the movement of the line or curve a scale should be chosen that will honestly portray facts and add to the accurate reading of the values.

The national debt of the United States has varied considerably at different periods. A graph should be constructed to represent such a change by allowing each unit of one point on the scale to represent a national debt of $15 per person. On the basis of such a comparison a table of units of the debt per person could be given as follows:

	Date	Units per person		Date	Units per person
1.	1800	1	4.	1919	16
2.	1865	5	5.	1932	10 1/2
3.	1916	1	6.	1936	17 1/2

Directions: On the graph form below each line across represents two points in a unit scale from 0 to 20: each line up and down represents the year indicated by the date at the top of it. With your pencil draw a line from each date line to the next to indicate the change in the national debt according to the comparative amount per person at each year given in the table above.



INTERPRETING TABULAR DATA

Directions: The table below is an example of the table of options which is usually printed on the back of life insurance policies. Its purpose is to give the policy holder some choice in case of death, emergency, or nonpayment of premiums.

The face value of the policy for which the figures are given is $1,000 **after three full premiums shall have been paid.** Then in case of default of payment of any subsequent premium, the policyholder has his choice of the following:

After-Payment of Premium for (yrs)	Option A	Option B	Option C	
	Paid-up insurance	Loan or cash surrender	Extended yrs.	insurance days
3	$ 3	$ 1	0	125
4	10	4	1	115
5	25	10	3	35
6	62	25	7	29
7	94	39	10	27
8	128	54	12	245
9	160	69	14	270
10	194	85	16	194
11	223	100	17	302
12	254	116	18	356
13	284	132	19	322
14	314	149	20	254
15	343	166	21	123
16	367	181	21	242
17	390	196	21	326
18	412	211	22	13
19	435	227	22	63
20	457	243	22	87

Option A - The policy will be continued until death for the value stated; or
Option B - The policy will be ended and the surrender value paid in cash; or
Option C - The policy will be continued at its face value for the number of years stated.

Questions on Table A

(166) 1. How much money could the policy holder borrow on the policy at the end of the fifteenth year?

(7) 2. If the policy holder wishes to maintain the face value of the policy and stop payments at the end of the sixth year, for how many years (no days) would he have insurance?

(0) 3. How much extended insurance would there be if the policy holder fails to pay more than one premium?

(3) 4. How many premiums must be paid before money can be borrowed on the policy?

(13) 5. How many premiums have been paid when the cash surrender value is $132?

(1000) 6. If the policy holder dies after the first premium has been paid, how much money would his estate receive?

(412) 7. When the policy holder can borrow $211, how much paid-up insurance must he have in order to negotiate the loan?

(243) 8. What is the largest sum of money that can be borrowed on the above policy? (T22:61)

RECOGNIZING AND INTERPRETING TRENDS REVEALED BY STATISTICAL DATA

Tables of statistical data should be attractive to read. Careful designing and planning will usually improve their appearance. A poorly designed table, no matter how potent its message, will not be read. Pupils should be encouraged to make tables. For this purpose much information in social studies texts can be readily utilized.

The problems involved in designing and planning a table will sharpen the skill of pupils so that they will develop a critical attitude towards those they see. A few simple suggestions will help both teacher and pupil. For easy reading the total of a column may be put at the top of the column. The use of pictorial titles is almost a guarantee that the tabulation will be understood. If the table of statistics is long, grouping the rows of figures into five, aids in the reading of the figures. In simple tables, the figures of greatest magnitude are at the top, and the rest are entered in descending order. The use of notes to clarify and explain headings should always be encouraged, and one of the notes should give the source or sources of the data tabulated. In short, the table should be self-explanatory and the data should be so classified that the place of each statistic in relation to each other is readily seen.

Directions: This is the test of the ability to draw conclusions from statistical data. In making your decisions consider only the evidence given in the table and any logical trends which may be reasonably inferred from the data, even though you may be acquainted with other evidence which would indicate definitely that a statement is true or false.

Answer symbols: Use letters only:

T - if the evidence alone is sufficient to make the statement true

PT - if the evidence alone is sufficient to indicate that the statement is possibly true

NS - if the evidence alone is not sufficient to indicate any degree of truth; or falsity

PF - if the evidence alone is sufficient to indicate that the statement is probably false

F - if the evidence alone is sufficient to make the statement false because it is contradicted by the data in the table

UNITED STATES EXPORTS OF SELECTED COMMODITIES (in millions of dollars)

Commodity	1938	1949	1950	1951	1952	1953	1954
Autos and Accessories	270	751	723	1188	988	1416	1266
Industrial Machinery	270	1320	1102	1363	1550	1537	1456
Grains and Preparations	224	1456	834	1483	1482	1059	749
Fruits and Preparations	96	101	111	117	140	143	171
Industrial Chemicals	53	278	275	444	390	386	476
Office Appliances	29	84	91	120	89	87	91
Paper and Manufacturers	26	94	90	179	154	125	162
Petroleum and Products	390	561	499	783	800	691	658

Questions on Table B

1. The total value of all exports shown was greater in 1953 than in 1938.
2. The drop in the gold content of the dollar caused the rise in value of exports between 1938 and 1954.
3. Exported petroleum and products made from it were greater in value in 1952 than they had been in 1938.
4. There was no foreign market in 1938 for office appliances produced in the United States.
5. The United States bought almost no goods from foreign countries during World War II.
6. The value of the industrial chemicals exported in 1951 was greater than the value of industrial machinery exported in 1954.
7. There was more export shipping of agricultural products from the United States in 1950 than in 1954.
8. The value of automobiles exported during the depression (1929-1939) was greater than in 1950
9. The value of coal and coke exported in 1938 was less than the amount exported in 1949 or 1952.
10. Export of gasoline between 1938 and 1954 rose in exactly the same ratio as other petroleum products.
11. The raising of wheat, corn, and barley was carried on to normal capacity between 1949 and 1954. (T22:63-64)

(The following reading, from How to Lie with Statistics by Darrell Huff, shows how people manipulate graphs for their own personal ends.)

About the simplest kind of statistical picture, or graph, is the line variety. It is very useful for showing trends.....We'll let our graph show how national income increased 10% in a year.

Begin with paper ruled into squares. Name the months along the bottom. Indicate billions of dollars up the side. Plot your points and draw your line...

Now that's clear enough. It shows what happened during the year and it shows it month by month....the whole graph is in proportion, and there is a zero line at the bottom for comparison. Your 10% looks like 10% - an upward trend that is substantial but perhaps not overwhelming.

That is very well if all you want to do is convey information. But suppose you wish to win an argument, shock a reader, move him into action, sell him something. For that his chart lacks schmaltz. Chop off the bottom..... The figures are the same and so is the curve. It is the same graph. Nothing has been falsified - except the impression that it gives. But what the hasty reader sees now is a national income line that has climbed halfway up the paper in twelve months, all because most of the chart isn't there anymore. Like the missing parts of speech in sentences that you met in grammar classes, it is understood. Of course, the eye doesn't understand what isn't there, and a small rise has become, virtually a big one.

You have a further trick that's worth a dozen of that. It will make your modest rise of ten percent look livelier than one hundred percent is entitled to look. Simply change the proportion between the ordinate and the abscissa. There's no rule against it, and it does give your graph a prettier shape. All you have to do is let each mark up the side stand for only one-tenth as many dollars as before. Anyone looking at it can just feel prosperity throbbing in the arteries of the country.

Steel companies have used similarly misleading graphic methods in attempts to line up public opinion against wage increases. Yet the method is far from new, and its impropriety was shown up long ago - not just in technical publications for statiticians either. An editorial writer in Duns Review in 1938 reproduced a chart from an advertisement advocating advertising in Washington, D.C., the argument being nicely expressed in the headline over the chart: GOVERNMENT PAYROLLS UP! The line in the graph went along with the exclamation point even though the figures behind it did not. What they showed was an increase from about $19,500,000 to $20,200,000. But the red line shot from near the bottom of the graph clear to the top, making an increase of under four percent look like more than 400. The magazing gave its own graphic version of the same figures alongside - an honest red line that rose just four percent, under this caption: GOVERNMENT PAYROLLS STABLE
(T16:60-65)

General Objectives
1. The students should know why graphs are used.
2. The student should know what a circle graph is, and its advantages.
3. The pupil should be able to interpret data presented on the circle graphs.
4. The student should know what a bar graph is and its uses.
5. The pupil should be able to interpret data on a bar graph.
6. The student should be able to interpret tabular data.
7. The pupil should be able to interpret trends revealed by statistical data.
8. The student should be able to construct a line graph.
9. The student will understand how statistics are manipulated to benefit the people using the statistics.

CRITICAL THINKING

Behavioral Objectives

1. Given ten questions on circle graphs the student will show the ability to interpret the material on the graph.
2. Given a list of questions dealing with bar graphs, the student will demonstrate the ability to interpret them.
3. Given a blank graph and statistical data, the student will be able to construct a line graph.
4. Given a graph the student will write an essay telling how it is manipulated to look one way when in reality it is something else.

Cartoon Analysis

Select a group of political cartoons and consider these questions:

1. Are they usually for or against an idea?
2. How many big ideas are there in the cartoon?
3. What is the mood they try to develop?
4. Is the problem really oversimplified in order to put across an idea?

Cartoons usually deal with blacks and whites; that is, they are sharply for or against the idea or person they are presenting. They usually reflect the editorial policy of the paper where they appear. When reading a cartoon, note what it is that you are accepting or rejecting, and upon what evidence. Cartoons and comic strips, a powerful social force, must be read with great care, otherwise we shall be accepting their very subtle propaganda without analyzing it.

Comics mirror a person's opinion and value system. Comic strips serve to strengthen beliefs and attitudes, and to change them under certain circumstances. (T6:155-159)

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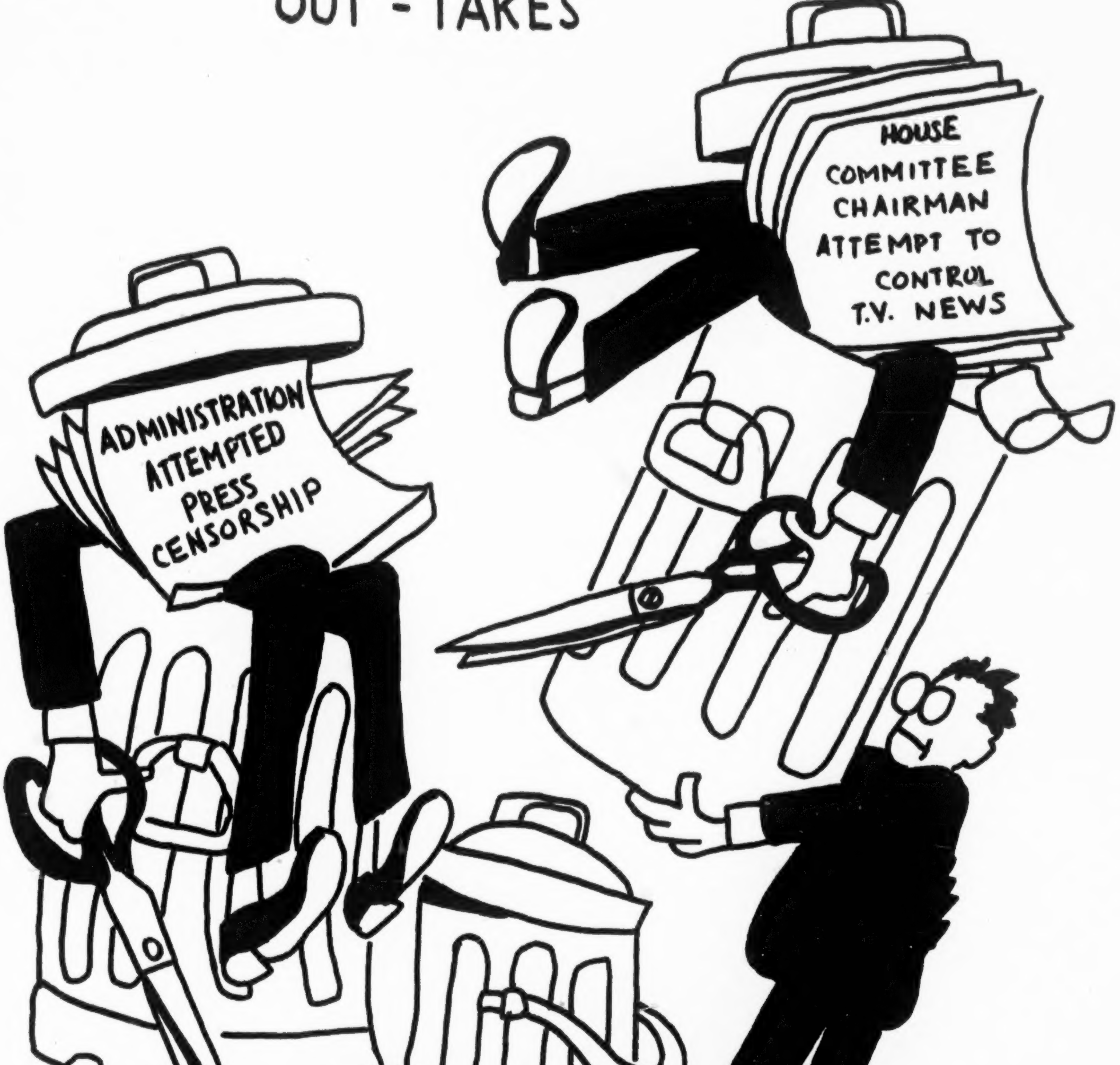
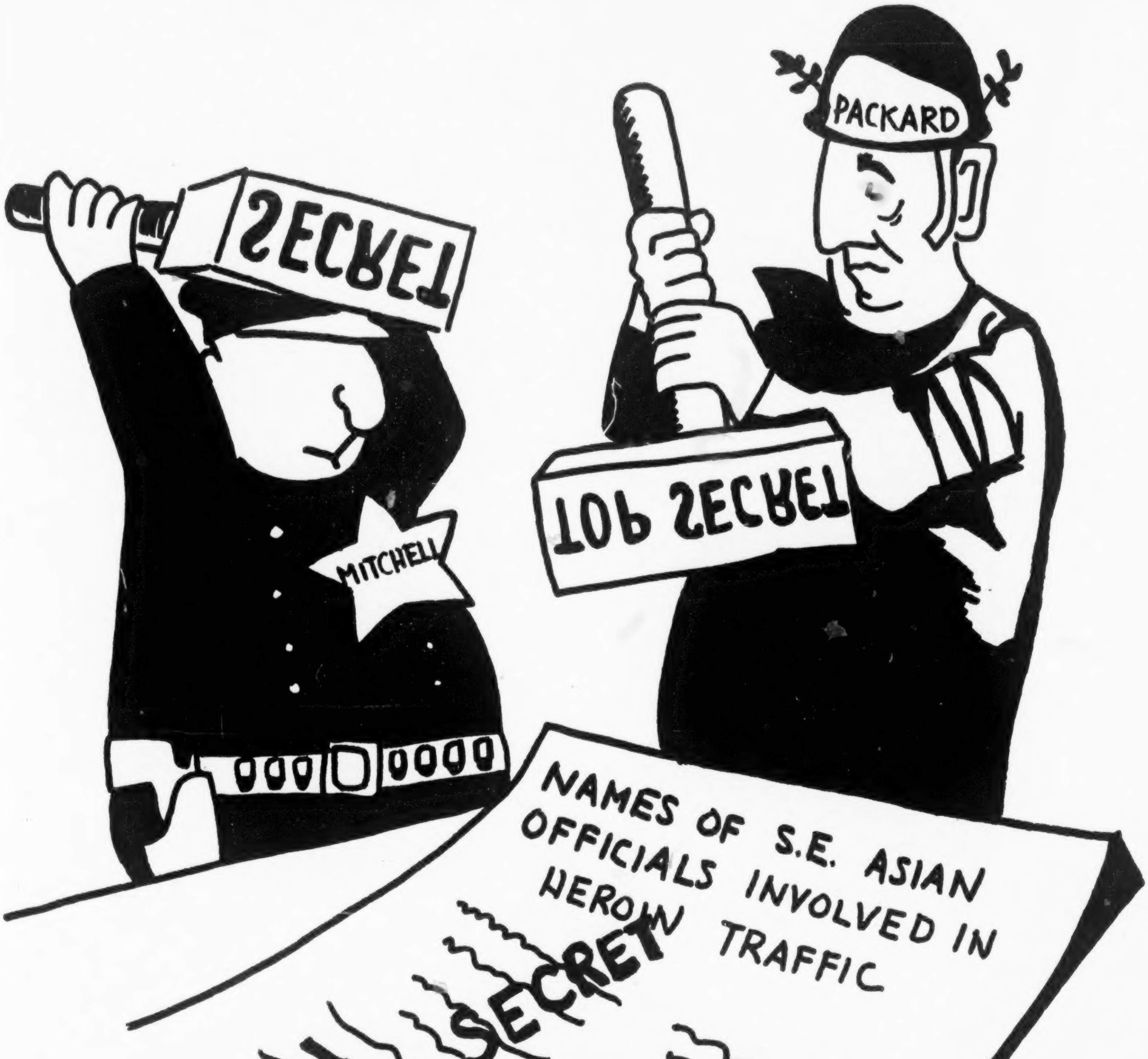
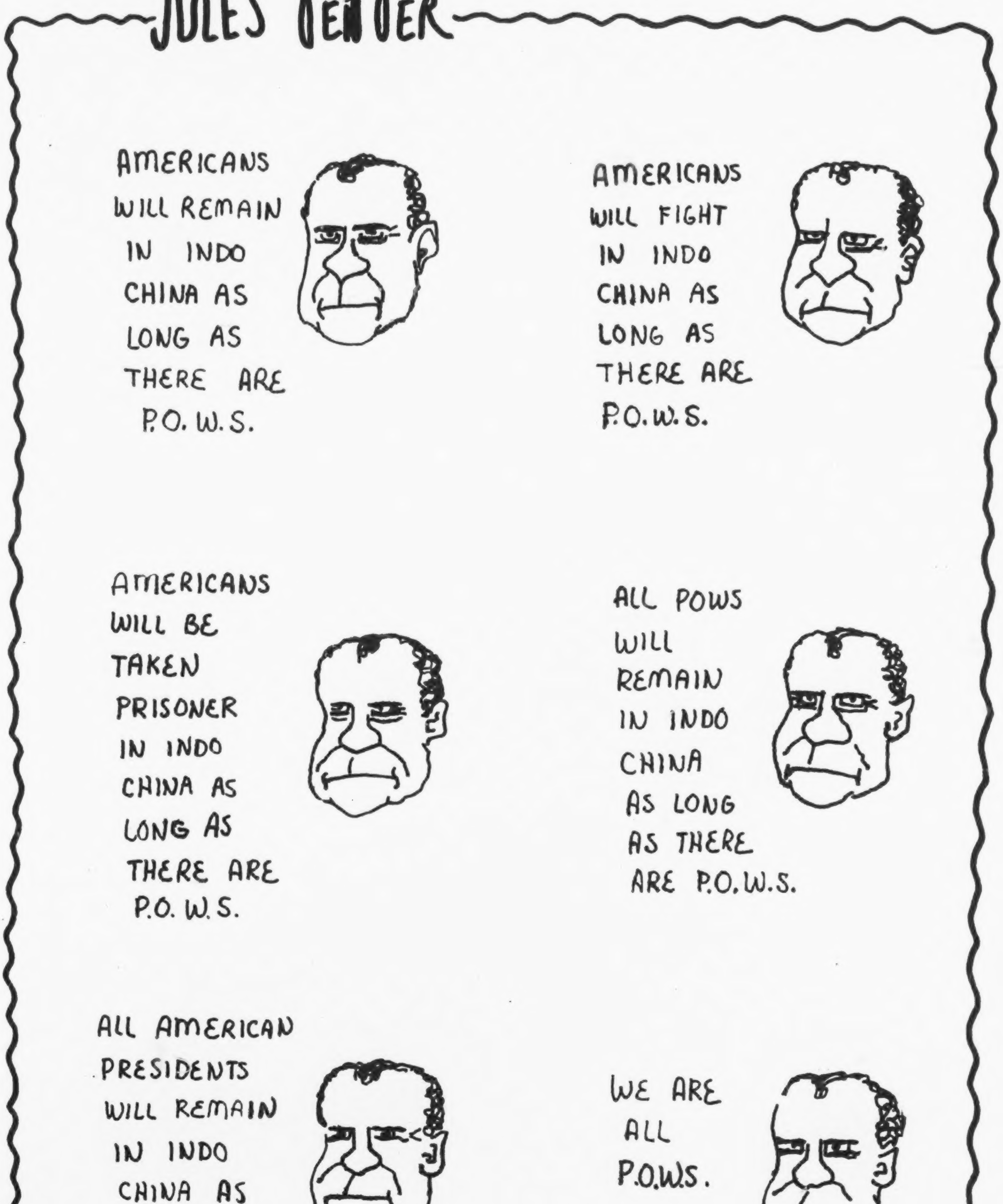
OUT - TAKES


ADMINISTRATION ATTEMPTED PRESS CENSORSHIP
HOUSE COMMITTEE CHAIRMAN ATTEMPT TO CONTROL T.V. NEWS
HERBLOCK



HERE WE GO AGAIN.

JULES FEIFFER[156]


AMERICANS WILL REMAIN IN INDO CHINA AS LONG AS THERE ARE P.O.W.S.
AMERICANS WILL FIGHT IN INDO CHINA AS LONG AS THERE ARE P.O.W.S.
AMERICANS WILL BE TAKEN PRISONER IN INDO CHINA AS LONG AS THERE ARE P.O.W.S.
ALL POWS WILL REMAIN IN INDO CHINA AS LONG AS THERE ARE P.O.W.S.
ALL AMERICAN PRESIDENTS WILL REMAIN IN INDO CHINA AS LONG AS THERE ARE P.O.W.S.
WE ARE ALL P.O.W.S.

ANATOMY OF A CRIME

B. The present United States immigration **policy is based on the** quota system.

(N) 1. Why has the United States been called the "melting pot"?
(Y) 2. Does the quota system limit the number of immigrants admitted from any one country?
(N) 3. Does the United States immigration policy affect Americans traveling abroad?
(Y) 4. Why does the immigration policy of the United States favor Northern Europeans? (T22:71-72)

(For further examples of this type of testing refer to T22:72-74)

SKILLS

INQUIRY

INTRODUCTION

This section is primarily for those students who have reached a level of sophistication necessary to carry out an actual inquiry. The material in this section deals with conducting polls, and the use of sampling, interviewing and the accompanying questionnaires, and the analysis of the data gathered through these sessions.

The actual polling, interviewing, etc., can come only after an in-depth investigation of the techniques necessary to carry out an inquiry. The ability to carry out a meaningful inquiry carries a prerequisite of having a fairly extensive background in critical thinking. Due to the very nature of the material, students will be expected to carry on some of the work after school hours. This is an intellectual section which should not be dealt with lightly, and should only be entered upon with those students who have a mature attitude towards politics and the desire to carry on a serious examination of the community and its problems.

INQUIRY SKILLS

The following areas should be covered by the teacher at his discretion. They will be listed here with a brief explanation of each. It is hoped that the teacher will develop each category to fit his own section of the course.

Coding: The purpose of coding is to help you state more accurately exactly what you mean. You are asked to look for certain patterns of thinking in your own writings and in the writings of others. The use of extreme words, such as all, never, everything, always, best, worst, everybody, and nobody, is one type of pattern. Words which express the writer's opinion, such as good, bad, nice, swell, awful, ugly, pretty, wonderful, terrible, and poor, is another type of pattern. These words and others like them are value words. **(S11:26)**

Observing: When you observe, you do more than just look at something. In observing, you look carefully at all the details. Then you make a mental or written record of what you have observed. You must be careful to record as many details as you can. It is important that you do not put your opinions into the observation unless you tell in some way that they are your opinions. (S11:7-8)

There are three observational techniques.

Participant Observation: The observer becomes a part of the group or situation being **studied.**

Systematic Observation: Watching but not participating in the study.

Laboratory Observation: May be used in a room with a one-way screen so you can observe unnoticed. (T31:45-46)

Hypothesizing: Often in our lives we come upon situations that puzzle us. "What's the explanation?" we ask. "Why is this so?" "How did this happen?" "What does this mean?" If the answer is not obvious, it may be best to start by listening to as many possible explanations as we can.

These possible explanations are called **hypotheses**. The more **hypotheses** you can think of, the greater the possibility of solving the problem. Another factor to be considered is the testing of the hypothesis. When you have set up your list of hypotheses, you will probably look them over and decide which ones you may want to try out (test) first. (S11:14-15)

INQUIRY SKILLS

Inquiry Vocabulary

Variables
Empirical
Indices
Factual Judgment
Control
Questions
Hypothesis
Replication
Patterns and Generalization
Probability
Interview
Data
Analyze
Investigator
Structure
Interpreting

Sampling
Randomness
Inquiry
Experiment
Universe
Operationalizing
Theory
Law
Prediction
Field Approach
Survey
Poll
Synthesize
Respondent
Observing

NOTE: This list is by no means complete and should be added to at your discretion.

INTERVIEWING

In the interview, as well as the experiment, the investigator should be aware of the interaction of the researchers and the subjects. It is difficult to predict the effects of any type of interaction unless one knows a good deal about the values and expectations of the participants. When such knowledge is available, it can be used to interpret and assess the information obtained in the interview. It is also possible to use the interview situation itself as data, for an understanding of the dynamics involved may lead toward a wider understanding of social understanding as a whole. (T27:109)

Interviews may be classified into three broad categories.

1. The standardized interview; the interviewer is held to the specific wording in the interview questioning schedule.
2. The unstandardized schedule; the interviewer is free to develop each situation in whatever ways he deems most appropriate for the purposes at hand.
3. The semi-standardized interview; the interviewer may have to ask a number of specific major questions, but he may be free to probe beyond the answers to these questions. (T27:110)

The ability of the respondents to present an objective picture of various phenomena is significant for the interview. An individual who is not aware that his statements represent a distortion of phenomena as seen through the eyes of others is providing valuable data of his own definition of the situation, for unless we understand the respondents way of looking at things, we will not be able to understand his behavior. (T27:112)

Conscious or deliberate distortion of the facts is another matter entirely, and a great deal of interviewing technique centers on creating the atmosphere that will minimize the respondents tendency to distort. Interviewers are generally instructed to be very careful about expressing approval or disapproval of statements made by the respondent, and to develop non-committal gestures and verbal responses when the respondent indicates a desire for some reaction. (T27:113)

The tendency of the respondent to distort the truth may also be reduced if the interviewer shows by word and manner that he takes the interview very seriously and that the information being obtained from the respondent is vitally important to the study and perhaps, to the progress of science. (T27:113)

These techniques for minimizing distortion are also quite effective during the initial contact between interviewer and respondent when the immediate task of the interviewer is to secure the co-operation of the respondent in undertaking the interview. As in the interview situation itself, the task of the interviewer during the initial contact with the respondent is to convey the importance of the interview and some of the more immediate rewards that would result from co-operation. (T27:114)

INTERVIEWING

Another important technique that can be effective in the contact situation involves the request for the interview. For example, if the interviewer asks,"Do you have any time now for me to interview you?" he will receive a "No" than if he says "If you can possibly help us out in this project, I'd like to ask you some questions now or at another time." Some interviewers have been highly successful in obtaining interviews by structuring a choice between the alternatives of being interviewed, "now" or "later this week". (T27:114)

A sample letter for setting up the background of the interview could be helpful. What follows is such a sample letter. It is from Ritchie P. Lowry's book Who's Running This Town? Harper Torchbooks, Harper & Row, N.Y., 1968.

Dear __________;

As you know, reports such as those compiled by the U.S. Census do not show many of the facts important in tracing the growth or development of a community. Long-range planning by civic groups, businessmen, and cultural organizations is handicapped by a lack of consolidated information - especially the kind of knowledgeable observations that can be provided by the leaders of the community.

In this connection I am presently completing a study of Micro City as a unique community falling somewhere between the completely rural town and the largely urbanized city. My interest is in social and cultural change or the lack of it. In other words, what happens when a community like ours undergoes the normal and, sometimes, the abnormal changes that we must associate with living in the mid-twentieth century.

I have already drawn together facts and figures from a variety of sources which will be put in a form that might suggest our communities contemporary situation. However, I need your help in completing this picture.

May I interview you regarding the things you, as an individual, believe to be important to the present and the future of Micro City? The interview will be arranged at your convenience and will require one hour of your time. As background information for this interview, I would appreciate your filling out the enclosed questionnaire (this may be done anonymously if you wish) and either returning it to me in the enclosed stamped envelope or holding it until the interview and returning it at that time. It is, as you see, the kind of questionnaire that might be used for an up-to-date Who's Who listing.

I will telephone you within the next few days regarding the interview. Your co-operation will help make this study of real benefit to Micro City.

Sincerely,

____

(Lowry:228-229)

INTERVIEWING

The following is the information questionnaire referred to in the letter.

MICRO CITY COMMUNITY STUDY, GENERAL INFORMATION QUESTIONNAIRE

Recalling as best you can, would you please fill out the following general information questionnaire? The answers will be held in strictest confidence. Many thanks for your co-operation.

1. Occupation or Profession
   ____
   Please be as specific as possible, indicating not merely "salesman" or "business man" but "district sales manager for farm machinery firm" or "owner and operator of department store", etc.......

2. Birth Information
   Date:____________________(year)
   Place:____(name of state, territory, or country)

3. Residence
   Approximately how long have you lived in Micro City? ____________________
   Where did you consider your home before you came to Micro City?
   ____(name of city, town, state, territory or country)

4. Education
   Degrees, diplomas and/or certificates received ______________________
   (use abbreviations such as A.B., B.S., H.S. diploma, etc.)

5. Marital Status
   Are you married?__________
   Number of children__________

6. Past and present memberships in Local and other organizations
   ____
   (Please list names of organizations in appropriate column Business & Professional Clubs, Social Groups, Civic Groups)

7. Positions You May Have or Are Now Holding
   ____

8. Anything else you would like to include about yourself? Any other information that you feel would be important? Any comments, suggestions, or criticisms that you would like to make with regard to this study?

(Lowry:230)

INTERVIEWING

QUESTION GUIDE FOR PARTIALLY STRUCTURED INTERVIEWS

Opening statement: I am conducting a study of Micro City, which I feel to be a unique community, since it falls somewhere between a completely rural town and a largely urbanized city. As I indicated to you in my letter, my interest is in social and cultural change, both desirable and undesirable, and problems that we have had here in the past and will have in the future. As a sociologist, I am particularly interested in what you think has happened to Micro City in the last decade or so. I am interested in any and all areas of life. Answers you give me will be treated anonymously. When I talk about Micro City, I mean the larger community, not the city proper.

1. Could you indicate several major changes in Micro City in the last decade which you feel are particularly important?
2. In your opinion have these changes been good or bad for the community?
3. In light of these changes what do you predict for Micro City's future?
4. Will these future changes be good or bad?
5. What do you think constitutes an issue or problem to us here in Micro City? Can you give some examples?
6. Can you indicate several leaders of the community who, in your opinion, have contributed most to Micro City in their concern for these changes? Can you identify the general sources of effective leadership in Micro City?
7. What role do you think community organizations, institutions (like the college, PGE, RTT), individuals, the mass media, and the general public have played and should play in community issues and problems?
8. What is the best way of handling issues or problems like those you have mentioned in a community like ours?
9. If you had the power to do anything you wanted for the good of the community, what would you do or suggest be done? What changes would you like to see made in the community? (Lowry:231-232)

CONSTRUCTION OF QUESTIONNAIRES AND INTERVIEWS SCHEDULES

There are two types of questions that may be asked, the open or open-ended questions and closed or fixed-alternative questions. The open questions do not provide alternative answers - e.g. "Why did you choose medicine as a career?" "What do you like most about surgery?" The closed question limits the respondent to a choice among alternatives - e.g. "What importance would an opportunity for developing warm personal relationships with patients have for you in your ideal job?"

indespensable____________extremely important__________very important________
fairly important_________little or no importance______

INTERVIEWING

Each type of question has its advantages. The open question, because it puts few words in the mouth of the respondent, reveals his ideas about a particular situation. If he doesn't understand the question, this will be revealed. Also, the closed question is very close to everyday speech and lends itself to spontaneity on the part of the respondent.

The fixed question produces greater uniformity among respondents in the area in which the interviewer is interested. The cost and time involved in processing the answers tend to be much less with the fixed than the open questions. (T27:117)

Some Tactics

In constructing interviews it is most important that the interview be as clear as possible. It is important that the vagueness and ambiguity be minimized. Unless this is done the data being analyzed will be extremely difficult to assess. This can be done if the interviewer avoids long questions and words with double meanings; specifying the time, place and context which the respondent is being asked to assume; prefacing unfamiliar or unusually complicated questions with an explanatory paragraph or an illustration; and asking questions in terms of the respondents own immediate and recent experience rather than in generalities.

Some Guidelines for Interviewers are as Follows:

1. Attempt to achieve some balance of social desirability among choices; e.g., "Some political leaders believe......while other political leaders believe......".
2. Structure the question in such a way that the respondent is assumed to possess the socially undesirable characteristic, thus placing on him the burden of denial. For example, "How much are your monthly payments?" might be preferable to "Have you purchased anything on the installment plan during the last two years?"
3. Substitute euphemisms for more value-loaded language. For example: training methods might be superior to methods of discipline in discussing child rearing. And, in general, try to avoid words which convey a high degree of social desirability or undesirability.
4. If it is desired that the respondent express criticism of something, first provide him with the opportunity for voicing praise so that he will not feel that he is being unfair.
5. Structure the question in such a way that the respondent will be able to admit gracefully that he is not familiar with something or that he has not yet formed a particular expectation. For example, "Do you have any feelings about how X should behave?" might be preferable to "How do you feel that X should behave?" The funnel technique provides an additional mechanism for achieving this effect. (The funnel technique specifies initial questions which are open and subsequent questions which are more specific and are generally of the closed variety.)

INTERVIEWING

6. Establish "rapport". A state of "rapport" exists between interviewer and respondent when the latter has accepted the research goals of the interviewer and actively seeks to help him in obtaining the necessary information. Although the best way to achieve this result is usually to use a warm and sympathetic approach, mere friendliness between respondent and interviewer is not sufficient in all cases.
7. It is important that the interviewer not give the impression that he is out on an investigation or expose'. Respondents should understand that their data will be used in the spirit and with the safeguards of a bonafide survey, rather than produce sensational headlines or charges.
8. The interview should be tapered off gradually. The informant should not be given the impression that once the last question is asked, the interviewer has no more use for him. Particularly where a cordial rapport has been built up, or where confidences have been given, it is important that the interview be ended in a casual and friendly manner rather than too abruptly. It is good not to close the interview at a point of confidential response. Appreciation should be expressed and perhaps the interviewer can pass the time of day for a minute or so with small talk. This is simply a way of demonstrating a sympathetic attitude rather than an exploitative one. (T27:119)

Question Order

Within the interview situation various questions are asked. The guidelines used for determining question order are based on the possible effects a given question may have on a subsequent one. Some general rules are:

1. On a given topic, general questions should usually precede specific ones. This advice is in accord with the funnel technique, in which initial questions are open and subsequent ones are closed. If for example, a respondent were queried on whether A constituted one of the reasons for his political preference prior to being asked what his reasons are, he might be tempted to include A among his reasons in response to the more general questions.
2. The entire sequence of questions should follow some logical order, so that the respondent is not called upon to make abrupt transitions and so that the sequence aids him in answering the questions. A common logical order is the time sequence, the respondent being asked about the past, the present, and the future in that order. Another procedure is to move from the more specific or familiar to the more abstract or unfamiliar.
3. Some questions are of such a nature that they might exert an important effect on all subsequent questions. For a given study, questions about income or religion might so antagonize the respondent that the remainder of his responses would be greatly affected. Sometimes a question that reveals the guiding purpose of the study can affect subsequent answers. (T27:120)

INTERVIEWING

The following are five rules of conduct for an interviewer:

1. Listen in a patient and friendly manner.
2. Don't display any kind of authority.
3. Don't give advice or moral admonition.
4. Don't argue with speaker.
5. The interviewer should talk or question under the following conditions:
    a. To help the person talk
    b. To relieve fear or anxieties
    c. Praise the interviewee
    d. To veer the discussion to some topic which had been ommitted or neglected.
    e. To discuss implicit assumptions, if this were advisable

(T19:176)

GENERAL OBJECTIVES

1. To be able to construct an interview.
2. To be able to recognize distortion of the facts and material being discussed.
3. To understand the three types of interviews and be able to construct each.
4. To be able to set up an atmosphere which would minimize distortion in the interview.
5. To understand the importance of the initial contact with the interviewee and how to set up an atmosphere which will make the interview a meaningful and beneficial experience.
6. To learn the technique of requesting an interview.
7. To learn how to construct a letter giving the background of the material going to be discussed, and setting up a time for the interview.
8. How to set up general information questionnaires to supplement the interview.
9. To understand how to begin an interview.
10. To understand the tactics which can be used to make the interview more meaningful.
11. Understand the types of questions to be asked and how to utilize each kind.
12. To understand what questions to ask, and which questions should be avoided.
13. To learn the conduct which would be most conducive to setting up a good interview.

INQUIRY SKILLS

INTERVIEWING

BEHAVIORAL OBJECTIVES

1. Given an interview situation the student will demonstrate, through the use of a tape, the ability to conduct an interview under the guidelines set up by the teacher.
2. Upon listening to the tape of the interview, the student will be able to pick out distortions of the facts being discussed.
3. On a test the student will be able to construct the three types of interviews.
4. In the classroom, the student will demonstrate, through a role play situation, the ability to set up verbally an atmosphere which will help to minimize distortion, and put the respondent at ease, and better able to cope with the interview.
5. Either on tape, or through the test, the student will show the ability to request an interview in such a way that it will be difficult for the respondent to turn him down.
6. The student will construct a questionnaire which will supplement the interview.
7. In an interview the student will demonstrate the ability to ask the appropriate questions at the right time.

INQUIRY SKILLS

You can find out about the major kinds of work in your city and how it has been changing. Here are some good sources of information:

- Chamber of Commerce
- the city planning agency
- a job training agency
- the local anti-poverty program
- a career guidance counselor
- a local bank or insurance company

You will get a fairly good picture of your city's changing economy if you ask about the jobs workers have held at different points in time. For example, what kinds of jobs did people have in 1920? In 1940? In 1960? What about today? Use the example of Cleveland as a guide.

Compare graphically Cleveland with your own city.
Ask questions such as: "In which industry groups are the number of jobs growing?
In which groups are they decreasing?
What may be some of the reasons for this?
Is the increase and decrease the same in your city and Cleveland?

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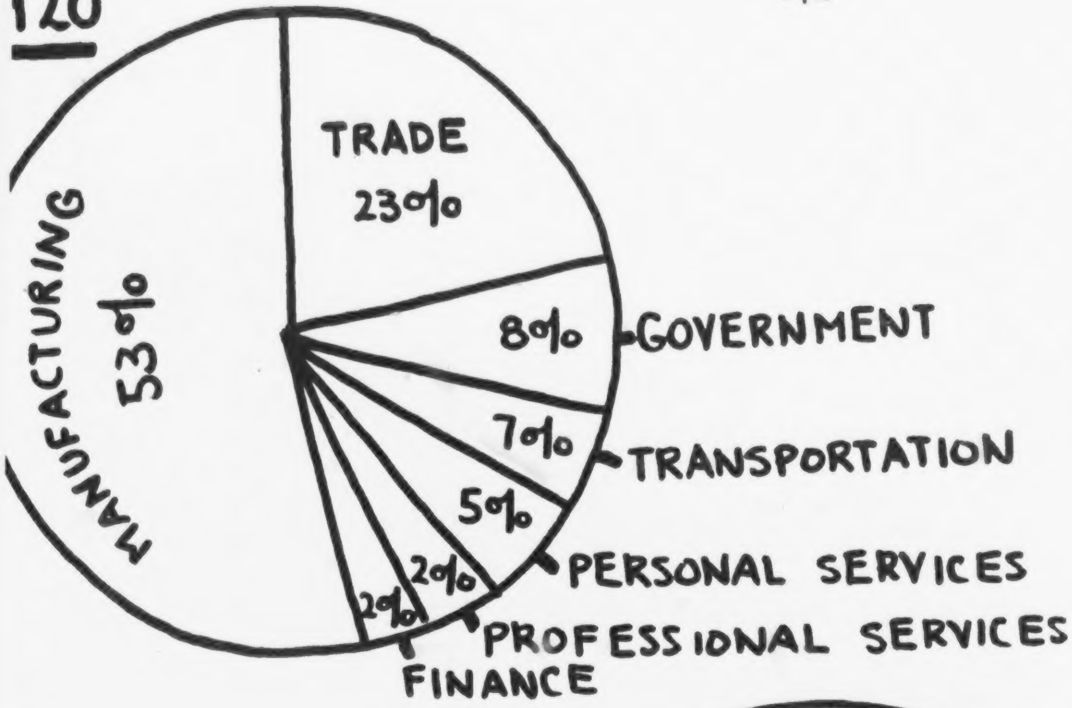
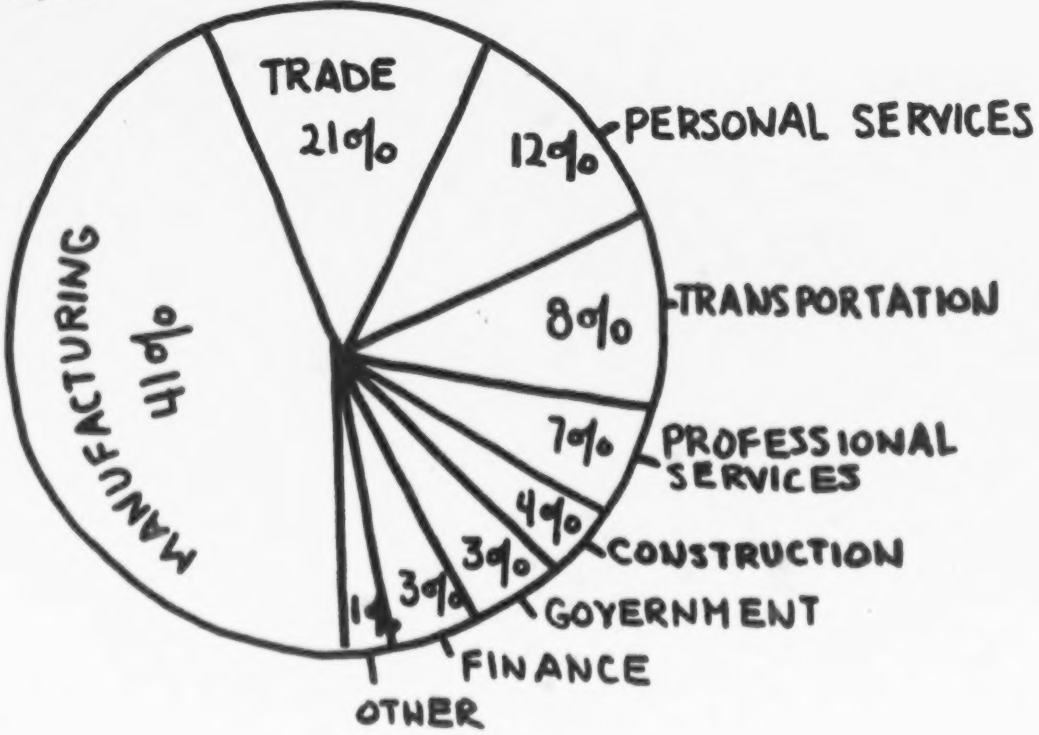
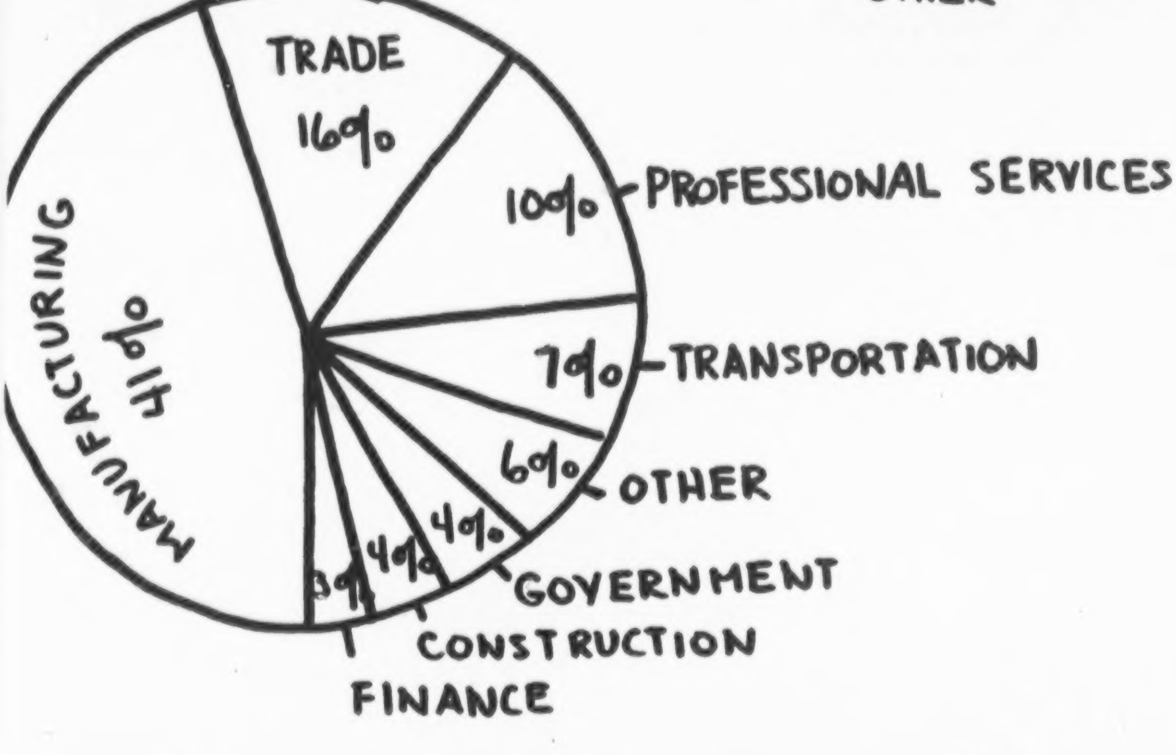


1940



1960



SAMPLE QUESTIONNAIRE

The following material was taken from Community Planning Handbook, Ginn and Co., Boston, Mass., 1970

Name ______________________________

Address ______________________ Date ____________

1. Did you always live in this city? Yes ________ No ________

For all people who answer No to question 1:

2. If not, where do you come from?

____

3. Why did you come to this city?

____

For all people interviewed:

4. Has the city met your expectations?

____

5. If not, why do you think it hasn't?

____

6. What do you like about life in this city?

____

7. What don't you like?

____

Tabulate (add up) the different answers from the question about why people came to the city. There is space to turn the information into a bar graph.

Reason	No. of People

REASON

NO. OF PEOPLE

You could further pursue this information by breaking it up according to race, nationality, religion, etc., and comparing the graphs to see what, if any, patterns arise.

QUESTIONNAIRES FOR INDIVIDUALS

Type of person (age, sex, occupation)

Name Date

Address

What do you like about the neighborhood?

What don't you like about the neighborhood?

What do you think causes these problems?

How do you think these things can be changed?

Do you want to stay in this neighborhood? Yes No

If no, where would you like to go? Why?

Tabulate the answers from the questionnaire form. Compare the answers of different kinds of people.

Number of people interviewed
  Want to stay in the neighborhood
  Want to move out
Why people want to move
Things people like about the neighborhood

Things people dislike about the neighborhood

Commonly mentioned causes of neighborhood problems

How people think things can be changed

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